

**USING RECIPROCAL TEACHING (RT)  
TO IMPROVE THE READING COMPREHENSION OF  
GRADE VIII STUDENTS OF SMP N 13 YOGYAKARTA**

**A THESIS**

**Presented as Partial Fulfillment of the Requirements for the Attainment of the**

**Sarjana Pendidikan Degree in English Language Education**



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**YOGYAKARTA STATE UNIVERSITY**

**2013**

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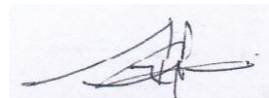
Judul skripsi : USING RECIPROCAL TEACHING (RT) TO IMPROVE  
READING COMPREHENSION OF GRADE VIII STUDENTS  
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya menjadi tanggung jawab saya.

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## **MOTTOS**

To accomplish great things, we must not only act, but also dream;  
not only plan, but also believe.  
(**Anatole France**)

Life is 10% of what happens to me and 90% of how I react to it.  
(**John Maxwell**)

The key to change... is to let go of fear.  
(**Rosanne Cash**)

## DEDICATIONS

I tenderly dedicate this thesis to:

My beloved family

Thank you for your love, patience, care, support, and belief

And

My friends

Thanks for giving spirit and laugh

I can't do it without you all

## ACKNOWLEDGEMENTS

I am very thankful to Allah the Most Gracious and the Most Merciful. All praise is to Allah the Almighty, the Merciful and the owner of the universe who has blessed me with many great things in my life. This blessing empowered me to finish this thesis.

I would like to express my gratitude to the first consultant Prof. Sugirin, MA., Ph.D. and the second consultant Ari Purnawan, S.Pd., M.Pd., M.A. who have provided guidance, direction, correction, and motivation in the accomplishment of this thesis.

I also would like to thank to the big family of SMP N 13 Yogyakarta, especially the English teacher, Nuraini Hikmawati, S.Pd. and the students of grade VIIIB who helped me to do the research.

I would like to show my appreciation to my family. First, I would like to thank to my father and mother who always support, care, and pray for me. Second, I would like to thank to my sister and my brother for their encouragement. Third, I would like to thank to my collaborator who helped me during the research. The last I would thank to my friends in the English Education Department for their support and pray.

I hope that this thesis will be useful. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions, for the improvement of this thesis are greatly appreciated.

Yogyakarta, 30<sup>th</sup> April 2013

The writer

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# **USING RECIPROCAL TEACHING (RT) TO IMPROVE THE READING COMPREHENSION OF GRADE VIII STUDENTS OF SMP N 13 YOGYAKARTA**

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## **ABSTRACT**

The objective of this action research is to improve reading comprehension of Grade VIII students of SMP N 13 Yogyakarta in the academic year of 2012/2013 through reciprocal teaching (RT).

This action research was conducted in three cycles. The actions involved reciprocal teaching method which included in reciprocal teaching stages, they are predicting, clarifying, generating questions, and summarizing. It also involved a discussion activity as the reciprocal teaching activity. The complement activities of the main activity of this research were holding a team teaching and giving reward to the students. The participants of this research were the researcher, the English teacher, the collaborator and the students of grade VIIB of SMP N 13 Yogyakarta. The data of this research were qualitative and quantitative. The qualitative data were obtained by observing the teaching learning process, interviewing the English teacher and the collaborator, interviewing the students, holding discussions with the English teacher and the collaborator, and taking pictures. Meanwhile the quantitative data were obtained by holding a pre-test and post-test to see the improvement of students' reading comprehension. The instruments of this research were the observation guidelines, interview guidelines, reading comprehension test, camera, and recorder. The validity of the data was attained by applying democratic validity, dialogic validity, process validity, outcome validity, and catalytic validity. Meanwhile, to make the data trustworthy or become reliable, it were used time triangulation, investigator triangulation, and theoretical triangulation.

The research results show that reading comprehension of most students improved after the reciprocal teaching (RT) was conducted. First, students made improvement of some aspects such as predicting the content of the text, finding details information or important information of a text, guessing meaning of the difficult word, finding main idea of a paragraph, made conclusion or summary of a text. Second, students were enthusiastic in the reading activity. The activity motivated them to learn. Third, students became more confident in doing the reading activity and reporting their work. Fourth, the interaction among the students and between the students and the teacher improved after the implementation of the group discussion and class discussion. The last, students' reading comprehension improved. It was indicated of the increase of the mean of students' reading comprehension score in pre-test and post-test (4.63 to 6.30).

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

English is a compulsory subject for Junior High School students in Indonesian national curriculum that is called KTSP (School Based Curriculum) 2006. In KTSP, reading is one of English skills that must be learnt. It seems that reading is very important to learn. Richards and Renandya (2002: 273) state that reading has special spotlight in many second or foreign language teaching situations. Reading becomes essential to learn because of the purpose of reading itself. Students need to learn reading to socialize in the global environment. Students read for some purposes, like for getting information, for getting pleasure, for getting job, and for study purposes.

Reading plays a main role of English teaching in Indonesia because the assessment of English is nearly done by reading. Although there are others skills of English that are assessed, reading takes larger portion than those. It can be seen from the semester examination and final examination which nearly involves reading skill.

Based on the reason, reading is very important for students to learn. In Indonesia, reading is one of four skills of English that every student has learnt since they were in Junior High School. Although students have learnt it for many years, some of them have low reading comprehension ability. Based on some studies, it is found that reading comprehension of Junior High School students in

Indonesia is low, even it is lower than that in other countries (Republika, 2011:7). The problem also happens to the students of SMP N 13 Yogyakarta. The researcher observed on the reading activity of students grade VIII of SMP N 13 Yogyakarta. The researcher found a fact that students' reading comprehension is low. The teacher said that the students still need guidance while they are reading a text. Some of students have difficulties in comprehending texts. The teacher often helps students by discussing the text together before the students read the text. However, the effort is 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 were facilitated by a dictionary while they were reading a text. It will become a problem when students do the reading test in their final exam, because they are not allowed to use dictionary. Furthermore, although students can get the translation of the text, they still got difficulties in comprehending the text.

Second, students did not have motivation to practise 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 have problems dealing with their learning strategy and motivation. Students only can read and translate the text. They rarely practise reading strategies that is usually used to comprehend a text. Students also

still depend 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 will do a study using the reciprocal teaching (RT) to improve the reading comprehension of Grade 8 students of SMP N 13 Yogyakarta. This teaching technique was developed by Palincsar and Brown to improve students' reading comprehension for students who could decode the text but got 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 will facilitate students with reading strategies and reading activities in the form of discussion or dialogue. Students will learn reading using some strategies, therefore they do not need to translate each word in the text. Moreover, students will have a chance to interact with their friends and the teacher.

## **B. Identification of the Problem**

The reading skill of Grade 8 students of SMP N 13 Yogyakarta is low because of four factors. They are the students' factor, teacher factor, media factor and activity factor. Here is more explanation about them.

### **1. Students' factor**

Students took a long time when they were reading a text, because they had to translate it first. When they found difficult words, they would give up in



reading the text. They did not curious about the difficult words, because they knew that later their teacher would translate it for them. In conclude students were not enthusiastic and motivated to do reading activity.

Beside that, students did not apply reading strategies because they seldom learnt reading strategies. It was mentioned before that students translated the text in reading a text. As the result, they only knew the meaning of the words of the text, they did not know the main idea of the text. In this situation, students depended on a dictionary and their teacher as their facilitator while they were reading a text. Students lack the reading strategies.

## 2. The teacher factor

The teacher asked students to find the difficult words in the dictionary. She also often translated the text for students to help them. The teacher helped students in comprehending the text only by translating the words or sentences. She read the text aloud, and then translated the part which was not clear for students. Then, she asked students to do some tasks. In this situation, the teacher guided the students. Students depended on the teacher's role as a facilitator. The teacher became the centre of the reading activity. Students only listened to what the teacher explained. The teacher did not explain more about the materials if there was no question from students.

## 3. Media factor

Media that were used in learning reading were a course book and a LKS (Lembar Kerja Siswa) or a student work sheet. The LKS does not provide enough material for students to learn. The LKS offers material at glance, a few examples

and it is not in colour. Students sometimes still did not understand of the material that they got from the LKS. They also needed examples more than that they found in the LKS. Furthermore colourless media did not interest students to learn.

Course books are media that contain complete material as explanation, examples, and guided exercises. Furthermore, they are printed in colour which can interest students. A course book will really help students if students own it by themselves. In fact, it is only owned by the teacher. The teacher only took some units to complete some materials that were not provided in the LKS.

#### 4. Activity factor

The students were never told what kind of activity that they want to do to learn. The reading activity in the class was always the same in each lesson. It was a translation activity. Students translated each word of the text to understand the text. Translation activity only allowed students to know the meaning of the text not the message of the text. Moreover, students could not work out without a dictionary.

Sometimes a discussion was done, but only some students were active. They were not enthusiastic to involve. The English teacher also added that only some students were active in the class, because the others were not confidence enough to take role in the activity. Therefore, the discussion was seemed as the teacher own. Students need an activity that can help them to read a text comprehensibly. It also should encourage students to interact and involve in the teaching and learning process.

### **C. Limitation of the Problem**

Based on the problems that were found in the field, the researcher restricts the problem to reach the aim of this study. The researcher will focus on the implementation of reciprocal teaching (RT) in teaching reading to improve the reading comprehension of the Grade VIII students of SMP N 13 Yogyakarta.

### **D. Formulation of the Problem**

Based on the delimitation of the problem, the problem that will be solved is as follows: How can the reading comprehension ability of the Grade VIII students at SMP N 13 Yogyakarta be improved by reciprocal teaching (RT)?

### **E. Research Objective**

The aim of this study is to improve the reading comprehension of Grade VIII students of SMP N 13 Yogyakarta through the implementation of reciprocal teaching (RT) in the reading class.

### **F. Significance of the Study**

There are some benefits which can be obtained from this study, they are:

#### **1. Theoretically**

The result of this study will inform others about the improvement of students' reading comprehension ability after taught using reciprocal teaching (RT). This information also will be useful for those who want to do research on the same subject.

#### **2. Practically**

This study will also give information for teachers who will teach reading. They will have an alternative reference which can be used to teach reading. This

study also will empirically give improvement of students' reading comprehension of Grade VIII students at SMP N 13 Yogyakarta. For the researcher it will give experience of using reciprocal teaching (RT), and apply this technique in teaching reading.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

In the previous chapter, it was mentioned the purpose of this study is to improve the reading comprehension of Grade VIII students of SMP N 13 Yogyakarta through the implementation of reciprocal teaching (RT) in the reading class. Hence, in this chapter the researcher discusses some related theories on reading comprehension and reciprocal teaching (RT) that will support this study.

##### **1. Reading Comprehension**

There are some relevant theories that are presented related to the reading comprehension that are described in this sub-chapter. They are definition of reading comprehension, the process of reading comprehension, types of reading comprehension, strategies in reading comprehension, teaching reading comprehension, principles in teaching reading comprehension, the teaching of reading at junior high school, assessing reading comprehension, and the problems of reading comprehension. The discussion of them is presented below.

##### **a. Definition of Reading Comprehension**

Reading is an activity that is done by written text or print text as a medium. In this activity readers decode and interpret the language to get the meaning. Urquhart and Weir in Grabe (2009: 14) define reading as the process of receiving and interpreting information encoded in language via the medium of print. Meanwhile, Berardo (2006:60) says that reading has different meaning, for some people reading is recognizing written words, while for others it is an

opportunity to teach their pronunciation and to practice speaking. Based on those definitions, it can be concluded that reading definition is become different for each reader. It depends on the reader's aim in reading.

Comprehension is the main aim of reading activity (Bos and Vaugh, 2009: 312). By reading comprehension, people can get information of the written text that they have read. Koda in Grabe (2009:14) states that comprehension is the process when readers dig and relate information of the text with what they already have known. In addition, Mikulecky and Jeffries (2007:74) define comprehension is not only interpreting and understanding words but also relate the idea of the text with readers' knowledge.

Based on those definitions, it can be concluded that reading comprehension is the process of receiving information between the readers and the text, when the readers understand the information that is asserted in the text by relating it with readers' knowledge. The readers understand information that they get, situation that they face, and fact that they face based on the knowledge that readers have known.

#### **b. The Process of Reading Comprehension**

As stated previously reading is process of decoding text, and then receiving information. It seems that reading activity involves in more than one process. The reading process itself still involves other language processes like listening and reading (receptive process), speaking and writing (productive process), and thinking process (Johnson, 2008:7). Those processes are the main



process that is happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text.

According to Grabe (2009:14), process of reading includes of a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process. Those processes occur during reading activity.

The process of reading comprehension which is based on the order how the readers decode the language is divided into three kinds of reading comprehension process. Processes of reading comprehension which are practised by readers are bottom-up, top-down and interactive reading (Goodman in Brown, 2001:298). In the bottom-up process readers have to identify and decode the language feature of the text. Using this process readers have to know the letter, the form of the words, and the discourse of the words. Readers have to able to decode the text first to comprehend the text. In top-down process, readers must use their background knowledge to understand about the text, for example readers look at the title of the text then, they relate it to their knowledge or intelligent to guess what the text is about. Meanwhile, in interactive reading readers combine the bottom-up processing and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

Those processes of reading occur while readers are reading a text. Some readers do not notice that those processes happen while they are reading, but some

of them do. Readers who know the theory of this reading process will realise that there are some process that happen while they are reading.

### **c. Types of Reading Comprehension**

Activating background knowledge is important to do when readers want to comprehend a text. As stated in the previous that reading comprehension involves the process of integrating and relating the information of the text to readers' background knowledge. Bos and Vaugh (2009:314) list three types of reading comprehension based on how readers activate their background knowledge to construct the meaning. First is textually explicit. When readers read using this type, they are facilitated by some information that is clearly asserted in the text. Therefore, readers do not need to break their background knowledge deeply. Second is textual implicit. In this reading type, readers need to use their background knowledge to find out the information of the text, because information that is obtained in the text is not enough to help them in comprehending the text. The last is scriptually implicit. When readers read using this reading type, they must open their background knowledge deeply to understand about the text. There is no information within the text both derived explicitly and implicitly. In this situation readers should have a large knowledge that can help them to comprehend the text.

In addition, Brown (2001: 312) writes two types of reading comprehension which is based on the reading performance. First is silent and oral reading. Readers read aloud when they are oral reading, whereas they silent reading when they read in their heart. Second is intensive and extensive reading. Readers read

using intensive reading when they focus on the linguistic details of the text. Meanwhile, readers read use extensive reading when they are reading for pleasure.

Those types of reading comprehension above are often practiced by students unconsciously. The teacher should prompt and guide students to practise the reading types. Therefore students have various ways of reading. In this case, the teacher should not teach students the theories of reading type. The teacher should guide the reading activity using the reading type only.

#### **d. Strategies in Reading Comprehension**

Students read a text to comprehend it. Students not need to know the meaning of each vocabulary which they found in the text. It also wastes students' time, when they have to find the meaning of each word. Students need reading strategies in reading the text. In reading readers must know and master the strategies to read comprehensibly. Janzen in Richards and Renandya (2002: 287) defines reading strategy as plans for solving problems encountered in constructing meaning. It means that reading strategy is a device which can help readers in catching the meaning of the text. Here are some reading strategies which are asserted by Brown (2001:306).

1. Identifying the purpose of reading.
2. Using graphemic rules and pattern to aid in bottom-up decoding (especially for beginning level learners).
3. Skimming the text for main ideas.
4. Scanning the text for specific information.
5. Guessing when you are not certain.
6. Analysing vocabulary.
7. Distinguishing between literal and implied meanings.
8. Capitalizing on discourse makers to process relationships.

Some reading strategies above can help students to read comprehensibly. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the technique will suitable for all students' ability. However, students can master all of those strategies if they often practise them.

#### **e. Teaching Reading Comprehension**

Brown (2000:7) says that teaching is an activity to explain, demonstrate, and illustrate something to someone to make them understand. In teaching reading comprehension, the teacher should help students to read the text comprehensibly by showing and modelling how to read comprehensibly to them. The teacher should know the activity that will help students in learning reading comprehension. Graves, Calfee, and Juel in Klinger, Vaughn and Alison (2007: 104) suggest the following activities prior to reading:

- (1) set a purpose for reading, (2) motivate students to read, (3) preteach key vocabulary and concept, (4) link students' background knowledge and experiences with the reading, (5) relate the reading to students' lives (making connections), (6) build students' knowledge of the text features.

Those activities above are some activities which can be done before reading activity. The teacher should guide students to do those activities. Beside that, the teacher also needs some guidelines to teach and improve reading comprehension. The teacher needs to make a plan and a preparation before teaching reading. The teacher should know what he wants to do in the class and what he wants to teach to the students. Mastropieri and Scruggs in Klinger,

Vaughn and Alison (2007: 124) say the teacher who wants to improve his students' reading comprehension should do the following activities.

1. Teach strategies that have been documented as effective in promoting reading comprehension.
2. Design instruction based on effective principles of direct instruction and strategy instruction.
3. Provide modelling, support, guided instruction, practice, attributional feedback, and opportunities to practice across text types.
4. Monitor students' progress and make adjustments accordingly.

Those are what the teacher should do when he wants to teach reading comprehension. It will help both the students and the teacher in improving students' reading comprehension. In conclusion, it is important for the teacher to prepare both himself and students before learning. The teacher prepares himself for teaching. He also has to prepare the students to study. Those activities above can help the teacher to prepare and run the lesson. It is important for the teacher to apply them.

#### **f. Principles in Teaching Reading Comprehension**

In teaching reading comprehension there are some principles that must be considered by the teacher. The principles will become a guide for the teacher in teaching reading. There are some principles of teaching reading that is asserted by some experts. According to Harmer (2001:70) there are six principles of teaching reading. They are as follows.

- (1) reading is not a passive skill, (2) students need to be engaged with what they are reading, (3) students should be encouraged to respond to the content of a reading text, not just to the language (4) prediction is a major factor in reading, (5) match the task to the topic, (6) good teachers exploit reading texts to the full.

Those are principles of teaching reading comprehension which must be regarded as the teacher's principle in teaching reading. In addition, Williams in Nation (2009:6) also declares some principle of teaching reading, they are meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Those principles are used as the direction for the teacher. The teacher should know what the students need to learn and not. The teacher must know the core of teaching reading and what the teaching reading should be.

In conclusion, the teacher should understand what is reading itself and should be careful in deciding the teaching method, the text, the material, and the activity when he designs the lesson. Therefore, the purpose of improving students' reading comprehension can be achieved.

#### **g. The Teaching of Reading at Junior High School**

The Indonesian government has established KTSP (School Based Curriculum) 2006 as a national curriculum for teaching English in Junior High School. In this curriculum, it is stated the purpose of learning English in Junior High School. The purpose is to develop students' competency to communicate in spoken and written to solve the daily problems. There are three components of English that are learnt in Junior High School, they are as follows.

1. The expression ability that is the ability in understanding and producing spoken text and written text which are expressed in four language skills. They are listening, speaking, reading, and writing to achieve fictional literacy.



2. The ability of understanding and producing short functional texts, monologues, and essays in the form of procedure, descriptive, recount, narrative, and report.
3. Support of competence that consists of linguistic competence (vocabulary, pronunciation, and spelling), socio-cultural competence (language which is acceptable in any kinds of contexts), strategy competence (ability to solve the problem that is faced when the communication is taken place), and building expression competence (ability in using instruments of building expression).

In this curriculum, the standard of competence and basic competence for teaching reading in junior high school for Grade 8 are also established. Here are follow the standard of competence and basic competence:

**Table 1: Standard of Competence and Basic Competence of Reading Skill of Junior High School Grade Eight on Semester two based on the School –based Curriculum**

Standard of competence	Basic competency
11. Comprehending the meaning of simple essays in the form of recount and narrative to interact with the surrounding environment.	11.1 Reading functional text and simple short essay in the form of recount and narrative meaningfully and loudly in correct pronunciation, stress, and intonation which is acceptable and dealing with surrounding environment
	11.2 Response the meaning of a simple functional written text which is dealing with surrounding environment in accurately, fluently, and acceptable.
	11.3 Responding to the meaning and the rhetoric steps of the simple essays in the form of recount and narrative which deal with

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surrounding environment in accurately,  
fluently, and acceptable.

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Based on the standard of competence and basic competency for teaching reading for junior high school students at Grade 8, teaching reading in junior high school is teaching functional text and simple essay in the form of descriptive text and recount text. Students will learn and practice how to read in the correct pronunciation, stress, and intonation. They also will learn how to comprehend the text. Besides that, students also learn how to response the meaning of the functional text and simple essay which deals with their environment in acceptable. Students also will learn the language features and the structure of the descriptive text and recount text which deals with their environment.

#### **h. Assessing Reading Comprehension**

Seeing the progress of students' reading comprehension can be done by assessment. Assessment is different from testing. Testing is prepared administrative procedure whereas assessment is not. As Brown (2004:4) states assessment is the process of measure that is done by the teacher whenever students practice language skills. The teacher can assess the students while learning process and after learning process. Moreover, Caldwell (2008:15) says "Assessment and instruction can happen at the same time." It can be said that assessment is part of the teaching process. Assessment that can be done by the teacher during the lesson are when students response a question, give comment, and ask questions.

According to Brown (2004:5), assessment is divided into two types. The first is informal assessment. It is done by the teacher without design the assessment first. The form of this assessment is incidental, unplanned comment or responses impromptu feedback to the students like “Good job”, “Great”, and “Do you mean she gives or she give”. Moreover, this kind of assessment can be done by comment on students’ paper, and correct students’ pronunciation. The second is formal assessment. It is in the opposite of informal assessment. Using this kind of assessment, the teacher prepares first some exercises to assess students’ competence, for example quizzes, assignments, and examinations. Nevertheless formal assessment is not testing, because it is designed by the teacher himself not by the administrative of government.

Those are kinds of assessments that are usually done by the teacher. In teaching reading comprehension, the teacher needs to assess his students’ competence in reading comprehension. The teacher can use some reading assessments that are proposed by Alderson (2000:206-232). They are as follows.

#### 1. Integrative test

Integrative test is testing students reading comprehension on more than one aspect. It aims to assess more than how well students read, but also how students understand the text and respond to the message of the text.

#### 2. The cloze test and gap-filling test

The cloze test is test that is constructed by deleting from selected texts every number of words (usually being a number somewhere between 5 and 12). Test taker has to restore some words that have been deleted. Whereas gap-filling

test is test which is constructed by deleting some words in rational basis so there is no pseudo-random deletion.

### 3. Multiple-choice techniques

A multiple-choice technique is testing technique that provides choices for students in answering the questions. Using multiple-choice techniques, testers can control the range of possible answers as distracters and the students' thought process when they are responding the text.

### 4. Matching techniques

Matching technique is testing technique which allows students to match against each other. For example match the title to its paragraph.

### 5. Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which is related to the target text, and provides two choices only for students to answer. For example, exercise true or false and agree or disagree.

### 6. Short-answer techniques

Short-answer technique is a testing technique which allows students to answer a question in a few words or a brief response.

### 7. The summary test

The summary test is a testing technique which asks students to summarize the main idea of the text that they have been read.

The teacher can chose more than one of reading assessments to check students' competence. The teacher also can use two reading assessments to assess

students' competence of one reading text. Those reading assessments can be used to measure the students' competence in score by making rubric score.

#### **i. The Problem of Reading Comprehension**

There are some problems that occur on students reading comprehension. According to Westwood (2008:31), some students who can read the words of the text fluently still have difficulties in understanding of the text they have read. Beside that there are some problems that students face when they are practicing reading comprehension. As stated by Duke (2003:11), problems relating to reading comprehension are as follows.

(1) students lack use strategies, (2) students lack relevant prior knowledge, (3) students fail to apply relevant prior knowledge, (4) students lack of reading engagement.

Those are students' problem that are dealing with students' intelligent and students' motivation. In addition, there is students' problem of reading comprehension that do not relate to students themselves, that is students' environment. The social environment also influences on student's reading comprehension ability. The middle- class families provide their children of tutoring out of class at school. They also facilitate their students with facilities like books and technology like computer, and internet access which can help and support students to improve their reading comprehension. Meanwhile, the low-class families only can provide their children tutoring at school. They also cannot provide many kinds of facilities to support their children learning. Grabe in Richards and Renandya (2002: 280) says, "The social context of student's home

environment strongly influences reading development; in particular social class differences do appear to have an indirect effect on reading development.”

As the conclusion, it can be said that problems of reading comprehension come not only from the students' intelligence, but also from students' motivation and students' environment. Therefore, it is not true that students' intelligence is the main problem of the low students' reading comprehension. Social environment also influences the improvement of students' reading comprehension, because social environment is a place where the students grow. Students also learn from their environment.

## **2. Reciprocal Teaching**

Reciprocal teaching is an instruction model which is first developed by Palincsar and Brown in 1984. As stated by Klinger, Vaughn, and Boardman (2001: 131), the reciprocal teaching is an instruction that is developed to help students who can decode the language but have difficulty in comprehending the text. Foster and Rotoloni (2008:2) also define reciprocal teaching as a teaching method that gives students model and prompts students' thinking process on how to share their learning experience. In addition, Brown in Klinger, Vaughn, and Boardman (2001: 131) says that reciprocal teaching is based on the Vygotsky's theory of ZPD (Zone of Proximal Development) which focuses on improving students' skills and knowledge with guidance which is provided through interactions in the class.

Based on those definitions, reciprocal teaching is a model or technique in teaching reading comprehension which allows students to share their experience

and idea relate to their thinking about the text they had read. Relating to the reciprocal teaching, in this sub-chapter it will be discussed the reasons of using reciprocal teaching, reading strategies of reciprocal teaching, foundations of reciprocal teaching, and the implementation of reciprocal teaching.

#### **a. The Reasons of Using Reciprocal Teaching**

There are some reasons of using reciprocal teaching in improving reading. As stated before the reciprocal teaching will help students to read comprehensibly. According to Palincsar and Brown (1984: 168-169) the reciprocal teaching method itself could be the prime reason for success. Those two experts said that the reciprocal teaching involves extensive modelling of the type of comprehension fostering and comprehension-monitoring activities and forces students to respond the text. Each stage of the reciprocal teaching will lead students to read comprehensibly.

Biggs et al. in Cooper and Greive (2009: 47) also assert some reasons of using reciprocal teaching. It is said that reciprocal teaching makes the basic of effective reading comprehension visible to all students. Therefore, all students can practise and able to use the basic of effective reading comprehension (predicting, clarifying, questioning, and summarizing). Reciprocal teaching also can be adapted. It can be used in many situations and purposes of reading. The reading strategies and the activity of reciprocal teaching also can be practised by young and adult learners. Furthermore, the social nature of reciprocal teaching process makes reciprocal teaching enjoyable and age-appropriate. As stated before that

reciprocal teaching provides group discussion which will make students enjoy in learning because they feel free and safe in learning.

In addition, Marzano in Omari and Weshah (2010:30) declares other reasons of using reciprocal teaching. They are as follows.

- (1) reciprocal teaching encourages cooperation, responsibility and leadership, (2) reciprocal teaching raises students' motivation for learning, (3) reciprocal teaching develops their social relations, (4) reciprocal teaching decreases undesirable behaviours in the classroom.

Those reasons above are the advantages of using reciprocal teaching for students and the teacher. Reciprocal teaching helps students in thinking and getting the meaning of the text. Students have a change to share their idea with their friends and the teacher. Students will learn how to work in team and how to appreciate others thinking. In addition, reciprocal teaching can help the teacher to manage students' misbehaviour.

#### **b. Reading Strategies of Reciprocal Teaching**

Klinger, Vaughn, and Boardman (2001: 131) claim that in reciprocal teaching students will learn to use the four reading strategies. They are prediction, summarization, question generation, and clarification. Students apply these strategies while they are discussing text with the teacher and their peers. Here is the explanation of those four strategies.

##### **1. Predicting**

Predicting is a strategy that involves finding clues in the structure and content of passage about what will happen next in the text. Students must active their background knowledge that relates to the topic in the text. For example,



students can use the title and some clues in the text to guess what the text about is and what the next in the text. Students will share and discuss their predictions with their group.

## 2. Clarifying

Clarifying involves understanding something that is not clear when there is failure in comprehension and taking steps to restore meaning. In this step, students learn how to be prepared in reading text that they do not understand. If students find a word which they do not know its meaning, they will define the word by reading the sentence or relate it to the topic. Students also learn defining words of reference like it, them, they, which, that, them, etc which may signal the meaning of unfamiliar word.

## 3. Question Generating

Question generating is erecting important information, rather than unimportant details. Students learn how to find important information by using questioning words like who, what, when, where, how and why. Students try to comprehend a text by asking questions about the main idea from the passage, and questions about important details.

## 4. Summarizing

Summarizing is identifying and integrating the most important information in the text. Students are taught to make one or two sentence which tells the most important ideas contained in a paragraph or a text. Students are instructed to put the topic sentence of the paragraph. If there is no topic, students are taught summarizing by combining the sentence that they have underlined which

containing the most relevant ideas. Then students are asked to place the most important details to support the topic sentence and delete unimportant information. Finally, students are instructed to make the main idea and supporting details in their own words.

Oczkus in Omari and Weshah (2010: 28) said,” reciprocal teaching strategies are not essential to follow in order, it depends on the complexity of the text and the characteristic of the learners.” Those strategies above can be adapted to the situations and kinds of texts that will be read. They must not apply in order. Therefore, it is flexible to use.

As the conclusion, reciprocal teaching strategies can be designed by the teacher. The strategies can be applied based on the characteristic of the text, the characteristic of the students, and the class situation. Moreover, the teacher can vary the order of the strategies to avoid monotonous.

### **c. Foundations of Reciprocal Teaching**

Each strategy has foundation. The reciprocal teaching also has some foundations. According to Oczkus (2005:15) foundations of reciprocal teaching (RT) are as follows.

(1) check off evidence of the use of all four foundations, (2) check off evidence of the use of think-aloud, (3) check off evidence of the use of cooperative learning (in pairs or in groups), (4) check off evidence of the use of scaffolding (i.e., providing support through modelling, offering guided practice, giving additional feedback, and encouraging independent work), (5) check off evidence of the use of metacognition (i.e., reviewing how to use the strategies, reflecting on strategy use, and discussing the strategies), (6) check off evidence of the use of tools used to promote metacognition (e.g., Reciprocal Teaching Chart, Be the Teacher Bookmark, etc.)

Those foundations are to confirm or verify whether the bases of the reciprocal teaching like, think-aloud, scaffolding, and metacognition process exist in the teaching learning process or not. It is important to make sure that those bases of the reciprocal teaching apply in the class because it will influence the process of students' reading comprehension improvement. Furthermore, if there are no bases or foundations of reciprocal teaching in the teaching learning process, it cannot be called as reciprocal teaching instruction.

#### **d. The Implementation of Reciprocal Teaching**

According to Klinger, Vaughn, and Boardman (2001: 135) the description of the implementation of reciprocal teaching (RT) consists of five phase. They are the teacher demonstration, the direct instruction and guided practice, the teacher-students groups, the students-led groups, and students' independent use of the strategies. The descriptions of them are as follows.

##### **1. Phase 1: Teacher Demonstration**

The teacher models how to use the strategies (predicting, clarifying, questioning, and summarizing). Students see all four strategies on the first day, so they can get the portrait of it. Therefore, they will not get difficulties in applying those strategies in the next step.

##### **2. Phase 2: Direct Instruction and Guided Practice**

The teacher teaches each of the strategies in more depth one per lesson. The teacher explains how to implement the strategy while students are reading. The teacher also supports the students with prompts and reminders as they try out the strategy. Then the teacher provides feedback.

### 3. Phase 3: Teacher-Student Groups

The teacher leads discussion about the text in small groups, prompts students to use the strategies and provides support and feedback as needed. The teacher gradually let students work by themselves as students become more proficient.

### 4. Phase 4: Student-led Groups

Students lead the discussion about the text and prompt their friends in group to use the four strategies. Students give feedback to their friend on strategy implementation. Meanwhile, the teacher provides assistance as needed.

### 5. Phase 5: Students' Independent Use of the Strategies

Students use the four strategies while they are reading the text and self-regulate their implementation strategies. They monitor their own comprehension. They also monitor and give feedback on their friends' comprehension through the discussion.

Based on those phases, the teacher will guide the students from guided, semi-guided and then independent in applying reciprocal teaching' strategies. Those phases should be followed by the teacher. Therefore, the implementation of reciprocal teaching can be run well, and the goal of improving students' reading comprehension can be achieved.

## **B. Review of Related Studies**

There are some studies that also use reciprocal teaching (RT) in improving students' reading comprehension. The first, Marston et al. (1995) in Klinger, Vaughn, and Boardman (2001: 132) did research by comparing six research-based

including reciprocal teaching. The result finding showed that students' achievement was highest, when they were taught using the three approaches, they are computer-assisted instruction, reciprocal teaching, and one of two direct instruction conditions. It shows that the reciprocal teaching succeeded in improving students' achievement.

Second, in 1996 Klingner and Vaughn in Klingner, Vaughn, and Boardman (2001: 133) conducted a study using a modified version of reciprocal teaching that included an emphasis on accessing background knowledge. The participants were 26 seventh- and eighth-grade English language students with learning disability (LD). The result was students who were adequate decoders but poor comprehension, benefited from reciprocal teaching.

The third, Cooper and Greive (2009) carried out a study using reciprocal teaching with a regular year four class within the subject of Human Society and its Environment (HSIE). RT strategies were compared with an effective approach but more traditional approach to reading text appropriate to the subject. This study indicated that the experimental group benefited from the use of RT strategies.

The fourth, Choo, Eng, and Ahmad (2011) had a study by teaching sixth-form students by reciprocal teaching and traditional teaching. Experimental group taught using reciprocal teaching, and control group taught without treatment. The students were taught eight periods of English per week. The finding showed that a significant impact on the reading comprehension of the students after teaching used reciprocal teaching.

The last, Freihat and Al- Makhzoomi (2011) did a study on 50 students of university in Jordan. They taught students by reciprocal teaching procedure (RTP) to investigate the effectiveness of reciprocal teaching procedure in improving students' reading comprehension behaviour in a university setting. They compared the students' score of pre-test and post-test. The result showed that there was improvement on students' reading comprehension behaviour. Students also were convinced that reciprocal teaching procedure gave them some advantages.

In brief, those studies show that reciprocal teaching can help students in improving students' reading comprehension. It makes the researcher confident in teaching using reciprocal teaching to improve students' reading comprehension in SMP N 13 Yogyakarta. The researcher also believes that reciprocal teaching will help students in improving their reading comprehension.

### **C. Conceptual Framework**

As stated before, there are some factors which become problems for students in improving their reading comprehension. They are teacher's factor, students' factor, media factor and activity factor. Seeing the problems, it is needed a technique to improve students reading comprehension.

In order to improve students' reading comprehension, the researcher will use reciprocal teaching (RT). As stated by Cooper and Greive (2009: 46) encouraging the early development of students' reading comprehension can be done by teaching the primary students a metacognitive approach to reading. Then, Blakey and Spence in Omari and Weshah (2010: 26) say that the reciprocal

teaching is the most effective method that develops the cognitive and metacognitive process. The strategies of reciprocal teaching (predicting, clarifying, questioning, and summarizing) are included of metacognitive and cognitive process. The cognitive and meta-cognitive process are like visualization, verbalization, making associations, chunking, questioning, scanning, underlining, accessing cues, sounding out words and self-checking and monitoring. In learning reading using reciprocal teaching students will develop their cognitive and metacognitive process by applying the reading strategies of RT, therefore their reading comprehension can be improved.

Janzen in Richards and Renandya (2002: 287-288) state that teaching students reading strategies can help to improve students' performance of their reading comprehension. It means that facilitating students with reading strategies will help students to get the gist of the text. Students can use the reading strategies of RT as means to comprehend the text.

Furthermore, the reciprocal teaching (RT) is an instruction that not only provides reading strategies but also provides an activity for students. According to Omari and Weshah (2010: 27) reciprocal teaching is based on the dialogues and discussions between the learners themselves or the students and the teacher. It means that reciprocal teaching gives opportunities for students to interact with students and the teacher. The interaction happens when there are dialogues and discussion in the class. Students will learn together with their friends in groups. They will learn together, share their opinion, negotiate, and make agreement.

It seems that discussion and interaction become important elements in improving students' reading comprehension. To support the idea, Notably, Fall, Webb, and Chudowsky (2000) study shows that a 10-minute discussion of a story in three-person groups give a positive effect on students' understanding of the text they had read. Based on the result, it can be said that discussion can help students in comprehending the text. Students will find some new knowledge by themselves through the discussion. Choo, Eng and Ahmad (2011: 141) say that socialization and negotiation among the teacher and students or students and students result knowledge and meaning. Moreover, discussion activity of the reciprocal teaching provides a chance for students to take a role in the learning activity.

Hashey and Connors in Foster and Rotoloni (2008: 2) say that all of students have responsibility for leading and taking role in dialogue during learning process. Reciprocal teaching will stimulate students to be active and learn independently. They also will learn how to go ahead a group dialogue or discussion. In reciprocal teaching students will interact with all of students in the class. It will help them to make relationship with their friends. Furthermore, reciprocal teaching will decline students' misbehaviour in the class, like chatting, cruelty, and other activity that disturb learning activity, because reciprocal teaching calls for students' participation. Therefore, students will have space to be active, talk, and move in the learning process.

As stated before, students' role must exist in reciprocal teaching. Even though, reciprocal teaching also provides the teacher role in the teaching learning process. As stated by Crawford in Omari and Weshah (2010: 28), reciprocal



teaching guarantees the active role of the teacher. The teacher takes role in discussion, investigation, and cognitive and metacognitive process. The teacher will monitor, manage, control, and guide students in learning. The teacher will make sure that students can practice reading strategy and handle discussion. The teacher also will give feedback for students' evaluation. Appropriate support and feedback must be given to facilitate learning during reciprocal teaching activities (Oczkus in Foster and Rotoloni, 2008: 2). As the conclusion, both the teacher and students will be active in the teaching learning process. The teaching learning will be not students-centred or teacher-centred. Both students and the teacher take a role in reciprocal teaching activity to improve students' reading comprehension.

Based on the description above, it can be concluded that reciprocal teaching can help students in comprehending the text, because it will develop students' metacognitive and cognitive approach through its activity. As stated before that metacognitive and cognitive approach is the most appropriate way to improve students reading comprehension. It also will teach students how to work in group and give students chance to take a role in the teaching learning process. Moreover, reciprocal teaching will build interaction in the class. Therefore the teaching learning process will not lack interaction.

Therefore, to conduct the research, the researcher will do some actions. First, the researcher will observe the problem on students reading comprehension. Then the researcher will find a way to solve the problem. Finally, the researcher will make a plan in teaching reading using reciprocal teaching.

**D. Research Hypothesis**

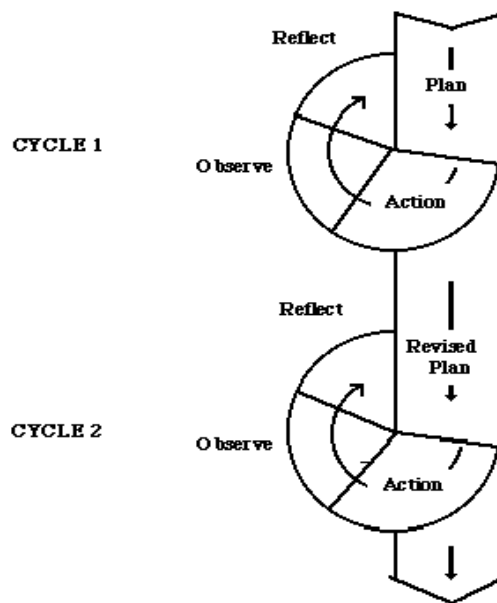
Based on the literature review and the conceptual framework, the hypothesis of this research can be formulated as follows: The implementation of reciprocal teaching (RT) can improve students' reading comprehension of SMP N 13 Yogyakarta Grade VIII.

### CHAPTER III

#### RESEACRH METHODS

##### A. Research Type

In the line with the goal of the research, to improve the reading comprehension ability of the students through Reciprocal Teaching (RT), this research follows the action research design.



**Figure 3.1 Action Research model according to Kemmis and Mc Taggart.**

Based on the description of the action research by Kemmis and Mc Taggart in Burns (2010: 9), action research is research that includes more than one cycles. 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 Research Subject**

This study would involve the second grade (Grade VIIIB) students at SMP N 13 Yogyakarta. 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. Research Setting**

This research was conducted at SMP N 13 Yogyakarta. It has been conducted during the second semester of 2012/2013 academic year (January-February 2013) at SMP N 13 Yogyakarta. It was done in the second semester because the materials that would be used in the actions included in the second semester materials for reading.

### **D. Object or Focus of the Research**

The research focused on the reading comprehension ability of Grade VIIIB students of SMP N 13 Yogyakarta. It focused on the students' reading comprehension because students had many problems of their reading comprehension. Moreover, they would do the final examination which nearly involved reading comprehension.

## **E. Research Procedure**

The researcher conducted action research. Action research has some procedures. According to Burns (2010:8), there are four procedures in doing this research. They are planning, action, observation, and reflection. In this study the research would use those procedures. The procedures of research that had been done by the researcher are as follows.

### **1. Planning**

In this step, the researcher found the problem related to students' reading comprehension ability. The researcher used observation and interview to draw the problem that students faced when they were learning reading. After finding students' problem of reading, the researcher designed lesson plans using reciprocal teaching (RT). The researcher planned and prepared what text that would be used, how to manage students, how long this treatment would take, and what properties that would be needed. The researcher also consulted to English teacher in that school about the preparation that would be done by the researcher.

### **2. Action**

In action, the researcher taught students using RT. The kind of the text was chosen based on the SK/KD (Standard of Competence and Basic Competency) in that semester. The researcher used recount text as the materials. The researcher used a lesson plan which had been prepared in the planning. The lesson plan included reciprocal teaching stages. First the researcher taught students some strategies that students needed in reading using reciprocal teaching that is predicting, clarifying, questioning, and summarizing. After students mastered the

strategies, the researcher asked students to read a text using reciprocal stages. Then, a discussion or a dialogue hold, and then followed by evaluation and reflection.

### 3. Observation

Observation that was done in this step was observation about students' reading process during the teaching learning process or action. The researcher found how students' attitude toward RT, and what problem that emerged during the action. The researcher and collaborator made field-note to collect the data of observation. The researcher interviewed students, the English teacher as collaborator, and the collaborator to make a reflection dealing with the teaching learning process. It crossed check the information of observation also. The researcher also made picture to document teaching learning process that was used to reflect the action.

### 4. Reflection

In this step the researcher reflected, evaluated and described the effect of RT on students' reading comprehension. The researcher read field-note data, and then made a conclusion of the data. Then the researcher discussed it with the English teacher or collaborator to made a conclusion and a reflection. The researcher also saw the picture data to see students' behaviour in the class. It was used to conclude what students' attitude to the action based on those data. The researcher also would make a conclusion of students' reflection to see students' response to the treatment.

Based on the finding of the data that was made in the observation, the researcher and the English teacher or a collaborator made a conclusion and an evaluation on how RT improves students' reading comprehension. It showed whether students' reading comprehension improved after having the treatment, what the weakness of the action, and what that was needed to do more to improve of the action. This reflection helped the researcher and the English teacher or collaborator to plan the next planning in the next cycle.

#### **F. Data and Research Instrument**

Data of the research were in the form of field notes, photos, interview transcripts, and reading comprehension scores (obtained from pre-test and post-test).

The instruments of the research were in the form of observation sheet, camera, recorder, interview guide (in-depth interview), and reading comprehension test (pre-test and post-test).

#### **G. Data Collection Technique**

Information about the teaching learning process before the implementation of action research was collected by observing the teacher's teaching simulation and interviewing the teacher and students. The observation and interview was done to know the situation of the teaching learning process and the problem of students' reading comprehension.

The items that were observed are about, how the teacher delivered, explained, and gave examples of the text; how the teacher helped students to comprehend the text; how the teacher encouraged students' motivation; how the

teacher guided students' activity; how the teacher monitored students' activity; how the teacher gave feedback to the students; how the teacher evaluated the learning activity. The observation items also involved students' behaviour in the class. They were about how students behave when the teacher explained the material, checked students' understanding, guided students' activity, and evaluated the activity, and how students behave when they worked with a text.

The interview items for interviewing the teacher included of students' ability of reading comprehension, students' weakness in reading comprehension, and students' activity in reading class. Meanwhile, interview items for interviewing students involved in students' experience of reading English text, students' difficulties in reading English text, and students' activity in reading class.

Information about the teaching learning process after the implementation of action research was collected by observing the teacher's teaching simulation and interviewing students and the teacher. The Observation was done to know how action research conducted. The observation items included in, did the teacher activate students' background knowledge; did the teacher teach using reciprocal teaching procedure; did the teacher demonstrate how to use reading strategies of reciprocal teaching; did the teacher guide students in discussion; did the teacher give feedback; did the teacher evaluate the activity. It also involved in students behaviour like, did the students interest in discussion; whether students confident in doing discussion; whether students enthusiastic in applying the



reading strategies of reciprocal teaching; did students respond when the teacher asks about their difficulties.

The interview was given to the students to find out their impression or response on the action research conducted. The items that were asked are about students' opinion of reciprocal teaching implementation, students' opinion of applying reading strategies of reciprocal teaching, students' opinion of having discussion, students' opinion about their confidence when they were applying reading strategies of reciprocal teaching, and students' opinion about their confidence when they had discussion. The interview also would be provided for the teacher. The interview items were about how the teacher's impression about the implementation, the teacher opinion about the shortage of the implementation, and the teacher's suggestion for the next implementation.

The reading comprehension scores were obtained by administering the pre-test and post-test. The test was in the form of multiple choice questions. The items were based on the microskills and macroskills of reading comprehension and standard of competence and basic competency of junior high school. The test was about students' ability in finding the main idea, finding the topic, identifying the specific information, deducting the meaning of unfamiliar lexical items, making inferences, identifying references, critical reading, identifying communicative function of the text, identifying generic structure of the text, identifying paraphrase, identifying determiner, identifying conjunction, and recognizing grammatical word classes (verb). The result of the scores of pre-test and post- test was used to see the improvement of students' reading

comprehension after they were given the treatment. Before the pre-test was done, it was done try out to the questions test to find out the validity of the test item. After having the result of the try out, the researcher analysed the result by using ITEMAN 3.00 program. After getting the result of ITEMAN, the result was judged by the Fernandez theory. The judgement was made on the item difficulty, discrimination index and the distracter of each item. The result showed that there were 29 items which were invalid. They were number 1, 2, 4, 5, 6, 8, 10, 11, 13, 17, 19, 20, 21, 23, 24, 26, 27, 31, 33, 34, 35, 37, 40, 46, 47, 51, 52, 53, and 55. They were invalid because their proportional correct was more than 0.75 or their discrimination index was less than 0.3. Items which needed to revise are 15 items. They were number 3, 7, 9, 14, 15, 16, 22, 25, 28, 30, 32, 42, 44, 48, and 50. They needed to revise because their proportional endorsing was less than 0.05. Meanwhile, valid items were 11 items. They were number 12, 18, 29, 36, 38, 39, 41, 43, 45, 49, and 54. The researcher would take the valid items to the test. She also revised the items that were needed to revise and involved them in the test items. However, some items which were invalid would also use in the test, because the items were essential for reading comprehension test. Therefore, the researcher revised them also. They are number 4, 20, 21, 27, 33, 34, 47, and 52. She also made some new items. Finally there were 40 items for pre-test. For the post-test, the researcher took some items from the pre-test items and made 18 new items. Therefore, there were 40 items for post-test.

The teaching learning activity recorded using field- notes, and pictures or photos. Field notes were used to describe the whole teaching learning process in

the class. Photos and audio record recorded the teaching learning activity, observation activity, and interview activity.

## **H. Data Analysis Technique**

The data in this study were quantitative and qualitative data. The qualitative data consisted of field-notes, record or transcript, and observation record. The quantitative data consisted of reading comprehension scores (obtained from pre-test and post-test).

In the analysis process, the students' reading scores of the pre-test and post-test was compared by using the t-test. SPSS was used as an instrument to process the data. The mean of pre-test and post-test would be compared to see the improvement of students' reading comprehension after getting the treatment.

In analysing the interview record, the researcher transcribed the interview record first. The transcript read over and over to draw a conclusion on the important points in each teaching and learning episode. Then, the researcher classified the data to formulate the substantive theories. The researcher analyzed the observation record by reading and making a conclusion of it. Field- notes was analysed by reading them and made a conclusion of them.

## **I. Data Validity and Reliability**

Before analysing the data, the researcher validated the data and made the data reliable. To validate the data the researcher used five tests of validity which are proposed by Anderson in Burns (1999: 161-162). They are as follows.

1. Democratic validity

The research offered perspectives from all the stakeholders, the English teacher, students, and a collaborator. The researcher interviewed students, the English teacher and collaborator about their opinion of the result of the study to achieve democratic validity.

## 2. Dialogic validity

Dialogic validity is where the research is monitored through publication. To fulfil this validity, the researcher discussed with the English teacher and the collaborator about her/his opinion about the action, and reviewed the action that had done together.

## 3. Process validity

Process validity is where the data was examined from several different perspectives. The researcher found some resources to support the action to do this validity.

## 4. Outcome validity

Outcome validity is the success of the actions and the subsequent development of new research questions. The researcher found what can be researched from the research result to attain this validity.

## 5. Catalytic validity

Catalytic validity is that the participants' understanding of the educational context and how they can make changes to it. The researcher interviewed some students about their opinion after they were given the action to accomplish this validity.

Meanwhile to make the data trustworthiness or become reliable, the researcher would use triangulation that is proposed by Burns (1999:164) as follows.

1. Time triangulation

Using time triangulation means that the researcher collects the data in period of time. It was done to see the factors which were influenced to the improvement. In this study, the researcher did the action from January 2013-February 2013.

2. Investigator triangulation

Investigator triangulation means that there will be more than one investigator who become the observer. It is to avoid observer bias. This study had three observers, they are the researcher, the English teacher, and the collaborator.

3. Theoretical triangulation

Theoretical triangulation means that the data will be analysed by more than one perspective. In this study, the researcher took some theories of some experts.

Those techniques were done by the researcher to make the data reliable. The researcher cross-checked or triangulated the data of interview and observation. Other data, like field-note were triangulated with the pictures.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Procedure and Findings**

As stated in the previous chapter, this research is action research. It used action research procedures that are proposed by Kemmis and Mc Taggart in Burns (2010: 9). The procedures are planning, action, observation, and reflection. In the planning the researcher and the English teacher determined the problem based on the observation in the teaching learning process and the interview that were done before. Then she discussed the problems that would be solved with the English teacher. After that the researcher planned the action that might be implemented to solve the problems.

##### **1. Condition on The Pre-Action**

The researcher started the research on Thursday, December 13<sup>rd</sup> 2012 at class VIIIB to interview some students. Then on Thursday, 10<sup>th</sup> January 2013, it was done an interview with the English teacher. Meanwhile, the observation class was done on Friday, January 18<sup>th</sup> 2013. The observation and interview was done to find out the condition of the teaching and learning of reading and the problems that existed before the actions were done.

Based on the interview result and observation, it was found that the students had some problems in reading activity in the class. Students' reading comprehension was low because of some problems. They lacked of vocabulary; they had difficulties in finding main idea; and they demotivated when they found

difficult words. The following is an interview transcript which supports the statement.

- R : Tadi kan menurut Ibu kemampuan membaca anak itu masih kurang, itu disebabkan oleh apa Bu? (You said in the previous that students' reading comprehension is still low, What are the causes of it?)
- T : Ya itu lack of vocabulary, seperti saat pre-test kemarin itu, arti kata *correct* saja masih ada yang tidak tahu, harusnya mereka bisa karena kata itu sudah sering muncul di soal. (Yes, that is right, I think it is caused by their lack in vocabulary, we can see it in the pre-test some students did not know the meaning of "correct" they should know, because they often found it when they got an exercise or test.)
- R : Kalau menurut Ibu selain vocabulary kelemahan siswa apa lagi Bu? (Beside that, What are students' weakness of reading comprehension?)
- T : Dalam memahami, reading comprehension ya, secara grammar juga masih lemah. Itu saling berkaitan ya. Itu kalau memahami juga harus diberitahu. Seperti kata kerjanya yang mana, begitu. (In reading comprehension, students are weak on grammar. It relates to reading comprehension right? Therefore, I have to explain to them to make them understand, like showing which is the verb.)
- R : Kalau mencari main idea siswa juga kesulitan tidak Bu? (How is about students' ability in finding the main idea?)
- T : Iya mereka masih bingung kalau harus mencari main idea mbak, apalagi kalau tesnya bagi mereka susah yang vocabnya tidak tahu jadi tambah males. Tapi biasa saya suruh buka kamus dulu mbak kalau mereka kesulitan. Kalau siswa masih belum bisa terus saja jelaskan. (They are still confused when they find the main idea, furthermore if the text is difficult for them to understand. It is caused of the vocabulary of the text are not familiar to them also. This problem makes them are not really enthusiastic about reading the text, but usually I asked them to open the dictionary. If students still face difficulties to find the meaning of them, then I explain it to them.)

Interview 4, Thursday 10 January 2013

The researcher also made some interview with the students to find out their difficulties in reading comprehension to support the English teacher's statement.

- R : Kalau belajar membaca teks untuk memahami isi teks itu kamu ada kesulitan nggak? (Do you have difficulties in comprehending a text?)
- D : Mungkin kalau yang kata-katanya nggak tahu mungkin kesulitannya di situ, yang nggak tahu artinya itu. (If I find difficult words, I will get difficulties in comprehending the text.)

Interview 1, Thursday 13 Desember 2012

The interview with the student shows that students lacked vocabulary. Because of lacking vocabulary students also had problems in finding the main idea of the text. The following statement is the student's statement which supports the problem.

- R : Kalau mencari main idea gitu susah nggak? (How is about finding the main idea, is it difficult for you?)
- D : Iya susah lah mbak, itu kan aku harus paham dulu artinya kan mbak. (Of course, it is difficult. I have to know the meaning of the words of the text first.)

Interview 1, Thursday 13 Desember 2012

After collecting data from the interviews, the researcher also found students' problems of reading comprehension by doing observation to the reading class activity. Based on the observation class, it was found that students lacked vocabulary and they depended on their dictionary. It can be shown from the following field note.

Siswa maju ke depan dan menuliskan kata-kata sulit yang mereka temukan dipapan tulis. Siswa menulis hampir semua kata yang ada di dalam tes. (Students came forward and wrote difficult words that they found. They wrote almost all of the words in the text.)

Field note 1, Friday, 18 January 2013



Students also depended on their dictionary. They could not guess the meaning of the words from the context of the text. It can be seen from the field note which is presented in the following.

Siswa mengerjakan latihan soal sambil membuka buku kamus dan kamus elektronik seperti Alfalink dan hand phone untuk mengetahui kata-kata sulit. (Students did the exercises by opening their dictionary in the form of dictionary books and electronic dictionary like Alfalink and hand phone.)

Field note 1, Friday, 18 January 2013

From the observation it can be seen that students were not enthusiastic on reading activity. They had low motivation in reading activity. Some of them liked to chat with their friends or doing other activity like drawing. It can be shown from the field note which is presented below.

Saat siswa diminta membaca tes mereka mengobrol dan tidak membaca tes dan melakukan hal lain seperti menggambar. (When the teacher asked students to read the text, some of the students chat with their friend and the others did other activities like drawing.)

Field note 1, Friday, 18 January 2013

The fact that some students had low motivation in a reading activity also told by the English teacher in the interview. It can be seen in the interview transcript below.

P : Begini Bu, kalau menurut Ibu bagaimana kemampuan Bahasa Inggris anak kelas VIII B Bu, terutama dalam membaca pemahaman? (What do you think about the VIII B students' ability in English, especially in reading comprehension?)

T : Kalau menurut saya, sebenarnya beberapa atau lebih dari separo dari mereka ada yang bisa dan punya motivasi belajar Bahasa Inggris, cuma ada beberapa anak yang KMS yang secara kemampuan dan motivasinya kurang. Nem atau inputnya masuknya juga sudah kurang. (I think, half of them can follow the lesson and have motivation, but others are KMS (Kartu Menuju Sejahtera) students which have low competency of English and have low motivation.

Their score when they came to this school was also low.)

Interview 4, Thursday 10 January 2013

The interview and the field note show that students not only had low motivation but also had low competence in reading comprehension. Most students did not take their role in a learning process. Only some students responded when the teacher checked their understanding and made evaluation. They tended to be passive in a learning activity. Therefore, the teaching learning process lacked interaction. Both interactions among the students and between students and the teacher were low.

However, the English teacher had done some actions to solve the problem. The English teacher had applied some strategies in a reading class to help students in comprehending the text and motivate students to get involved in the reading activity. Nevertheless, it did not improve the students' reading comprehension and students' motivation. It can be seen from the interview transcript below.

P : Apakah Ibu pernah mencoba untuk memperbaiki permasalahan siswa tersebut Bu? (Have you ever tried to solve that problem?)

T : Ya biasanya saya drilling vocabulary kalau pelajarannya cuma satu jam pelajaran. Ya saya juga ingin mencoba metode lain lagi tapi belum sempat terlaksana, sudah harus pindah. (Yes I have, usually I drill vocabulary to them if the class is only one session. Actually I also want to try another method but I do not have time I have to move to another school.)

P : Itu cukup berhasil tidak Bu? (Did it work?)

T : Kurang, karena siswa kalau udah selesai belajarnya pada lupa mbak. (It did not work well, students did not remember it after the class was over.)

Interview 4, Thursday 10 January 2013

The teacher also had given another activity like discussion but it did not really help students in comprehending the text, it only increased students' motivation at the time. It can be seen from the interview transcript below.

- P : Kalau kegiatan diskusi sudah pernah dilakukan belum Bu? (Do you have ever held a discussion in the class?)
- T : Ya mengerjakan soal dari tes dalam kelompok itu mbak atau menyusun Puzzle kalimat kalau misalnya mencari seperti main idea atau membaca dengan teknik membaca itu belum kan mereka juga masih kesulitan jadi saya kasih kegiatan kayak gitu dulu mbak yang simple-simple aja. (Yes, I have. Usually I asked students to answer the questions in the text in groups or doing sentence puzzle, but discussion in finding the main idea or applying reading strategies have not done. As I said that they had difficulties in finding main idea, so I took that activity first which is simple for them).
- P : Itu tadi sudah berhasil belum Bu untuk membantu siswa dalam memahami bacaan? (Did it work?)
- T : Yang jelas itu membuat siswa lebih termotivasi, kalau untuk memahami tes ya masih kurang ya karena anak juga masih sangat tergantung pada kamus seperti yang tadi saya bilang kalau vocab mereka juga tidak bagus. (It motivated students absolutely, but it did not work well in improving students' reading comprehension because students really depend on using the dictionary, as I said before that students lacked vocabulary.)
- P : Dengan kegiatan tadi interaksi anak lebih baik tidak Bu? (Did it improve interaction among the students?)
- T : Susahnya disitu mbak, meskipun mereka satu kelompok kalau nggak cocok pada nggak mau, jadi bisa dibilang interaksinya kurang bagus. (It's difficult, although they are in one group they did not want to work together if they did not like their friends.)

Interview 4, Thursday 10 January 2013

Besides interviewing the English teacher and the students and observing the class, the researcher also hold a reading test before the actions. The test consists of 40 items of the objective type. The items measured students' ability in finding the main idea, finding the topic, identifying the specific information, deducting the meaning of unfamiliar lexical items, making inferences, identifying references, critical reading, identifying communicative function of the text,

identifying generic structure of the text, identifying paraphrase, identifying determiner, identifying conjunction, and recognizing grammatical word classes (verb). The researcher did reflection of the score of the students' reading test. The mean result of the pre-test is 4.63.

Based on the problems which happened in the teaching learning process of a reading class, the researcher and the English teacher discussed the main cause of the problems. It could be concluded that the main problems of reading class were:

1. Students could not find the main idea of the text.
2. Students depended on using the dictionary because they could not guess the meaning of words.
3. Students were not enthusiastic about reading class.
4. Students had difficulties in understanding the text because they lacked vocabulary.

After discussing the problems and the causes of those problems, the researcher planned some actions to solve the problems. The researcher considered students' ability, students' needs and the time in planning the actions especially in preparing the text, the activity, and the exercises.

## **2. Determining The Action**

After the researcher and the English teacher had discussed the problems, they discussed techniques or method that can be used to solve the problems. The teacher added to not use games, because it had ever done. Then researcher proposed reciprocal teaching. The researcher explained about reciprocal teaching to the English teacher. The English teacher was interested and convinced that

reciprocal teaching would help the students. Finally the researcher and the English teacher agreed to use the reciprocal teaching to improve students' reading comprehension. Based on the discussion between the researcher and the English teacher, the actions that would be implemented were as follows:

1. Conducting RT to improve the students' ability in meaning or guessing the difficult words, finding the details information or important information, finding main idea, making conclusion or summarization of the text.
2. Conducting clarifying strategies (second step of RT) to improve students' vocabulary.
3. Conducting RT activity to improve interaction among the students and interaction between the students and the teacher.

## **B. The Report of Actions and Discussion**

### **1. The Implementation of the Actions in Cycle I**

#### **a. Planning**

The researcher made planning of the actions in Cycle I by considering the problems that were discussed with the English teacher. As stated in the previous, the reciprocal teaching (RT) would be used to solve the problems. It was based on the agreement that was made by the researcher and English teacher before. By implementing RT, the researcher and the English teacher believed that students' reading comprehension would be improved. It also could solve students' difficulties in meaning the difficult words. Furthermore, it would increase students' motivation in practice reading. The actions of the Cycle I that would be implemented are presented below.

#### a) Previewing Recount Text

Students had learnt recount texts in Semester 1, so the researcher would preview about the recount text to activate students' memory. The previewing would be in the form asking some questions to the students.

#### b) Introducing RT

The researcher would explain each stage of reciprocal teaching first to students. The researcher also would model how to apply each stages of reciprocal teaching. The researcher would invite students to apply the stages of RT in working with a text together.

#### c) Applying the Stages of RT

The researcher would implement RT stages in the action. They are predicting, clarifying, questioning, and summarizing.

In implementing RT, the researcher followed the procedures. They are as follows:

##### 1) Predicting

- a) Students predicted the content of the text from the title.
- b) Students predicted the content of the text from the clue words in the text.

##### 2) Clarifying

- a) The students wrote down difficult words that they found.
- b) The students defined the difficult words by reading the sentences that precede or follow it.

- c) The students lined the words like such as, or, like, the word in the brackets, the words between comma (,) which may signal the meaning of unfamiliar words.
- d) The students defined referents (they, them, their, we, she, he, etc) by reading the sentences that precede or follow it.

### 3) Question Generating

- a) The students found important information from the text using question words like who, how, what, when, where, and why to make up questions.

### 4) Summarizing

- a) The students located the topic sentence of a paragraph.
- b) The students located main idea of a paragraph.
- c) The students underlined the most relevant sentences to the text idea.
- d) The students restated the main idea supporting details in students own words.

The researcher would assist from one group to another group to monitor students' activity while they were applying the RT stages. The researcher would guide them to work with the text. The researcher also would give more explanation to the group who still got difficulty in applying RT stages.

### d) Applying the Activity of RT

The researcher would apply the activity of RT that is discussion. The researcher would divide students in group. Groups would consist of students with different ability of reading comprehension, so they would help each

other. The discussion not only would do in group but also in the class when the teacher gave feedback and correction to the groups' work.

e) Giving Students' a Chance to Share their Result of Discussion

The researcher would give a chance for students to share their discussion result. The researcher would ask students to write their result of discussion by writing their answers on the white board. It would give a chance for the researcher to check students' grammar. The researcher also would ask students to share the result of their discussion by reading their result that they had written on the white board. It was to check students' pronunciation.

f) Previewing the RT Stages in the First and the End of the Discussion

RT stages would be previewed by the researcher in the first and the end of the discussion. The researcher would not only focus on the RT stages but also explain what students should do in each of stages. The activity would be in the form of answering and giving questions.

**b. The Implementation of the Actions and Observation**

The action was carried out in three meetings on January 21<sup>st</sup>, 23<sup>rd</sup>, and 25<sup>th</sup> 2013. The actions focused on introducing the reciprocal teaching stages to the students and encouraging them to apply the stages while they were reading a text. It also encouraged students to hold discussion in groups and class. In this cycle the researcher and the English teacher took their own duty. The researcher as the teacher delivered the material and assisted students while they were working in group. Meanwhile the English teacher as a collaborator sat in back of the class and made observation and picture during the lesson.



The data of Cycle 1 were collected through observation class, interview, and picture as document. The complete description of Cycle 1 is presented below.

#### 1) Meeting 1

Meeting 1 was conducted on Monday, 21<sup>st</sup> January 2013 at 10.00-10.30. In the first meeting the researcher focused on the introducing RT to the students. However, the researcher previewed the recount text first before introducing the RT. She asked students to explain what recount text is. Then, she asked students to mention the feature and generic structure of the recount text. The researcher wrote students answers while students were answering the questions orally. After that she gave more explanation about the recount text and past tense.

Seeing the students had understood about the recount text, the researcher explained to the students about reciprocal teaching. The researcher explained each stage of the RT. First, she explained the predicting. The researcher told how to predict a text from the title and the clue words in the text and modelled how to predict a text. The researcher also wrote a text title “My Bad Holiday” and asked students to predict the content of the text. Students could work with that title, then the researcher gave others title like “My First Experience to Have *Takbiran*”, “My Bad Day”, “Basketball Tournament”. Students also could work with those titles. Then the researcher wrote some clue words like, “trip, vacation, unhappy, and tried”, and she asked students to draw the topic of the text with that clue words. To check

students' understanding the researcher gave some clue words again they are “fishing, lake, happy, and big fish”.

After that, the researcher explained about clarification. The researcher explained how to clarify unfamiliar or difficult words and referent. She also modelled how to meaning unfamiliar or difficult words. The researcher gave students some words and signs that may signal the meaning of the unfamiliar or difficult word like “such as, like, or, comma between words (...,...), words in brackets, and words in italic or in bold”. The researcher used sentence “Football, or soccer as it is sometimes called, is very popular in Indonesia” as the example. The researcher also gave example in meaning referent of the sentence like “Bagas is one of 8B students, he is very clever and handsome”. Then researcher gave more explanation and check students understanding.

After that, the researcher explained about generating questions. The researcher encouraged students to mention the words to make questions sentence. The description of the activity is presented below.

Kemudian P melanjutkan ke tahapan Question Generating. R bertanya “Do you know question sentences”, semua menjawab tahu. Kemudian R meminta siswa menyebutkan kata-kata yang dipakai untuk membuat pertanyaan, “kalau gitu coba kata-kata apa saja yang dipakai untuk membuat pertanyaan”. Kemudian ada yang menjawab “5W1H itu lho miss” lalu R menjawab “good, apa aja itu”, dan siswa tersebut menjawab dengan diikuti siswa lain “who, where, when, what, why, terus how”. R menulis jawaban siswa di papan tulis dan meminta siswa untuk membuat pertanyaan dari setiap kata tadi. Siswa menjawab satu-persatu. Kemudian R memberi feedback dan menjelaskan cara membuat pertanyaan berbentuk past tense. (Then, the researcher continued the explanation to the question generating stage. R asked “Do you know question sentences”, all of students answer “Yes”. Then R asked students to mention the question words that are used in making question sentences, “So, what are they”. Then one of students answered “5W1H Miss”, then R answered “Good, what are they”, and she answered following by other students “who, where, when, what, why, and

how”. R wrote down students answer. Then she asked students to make questions using those words. Each student made the questions. Then R gave feedback and explained how to make question sentences in the form past tense.)

Field note 2, Monday 21 January 2013

After that, the researcher continued the explanation to the last stage of reciprocal teaching that is summarizing. The researcher models how to make summary with two methods. First, summarizing by finding main idea of each paragraph, then students make a conclusion of those main idea. Second, summarizing by underlined the most relevant idea to the topic of the text, then students restate the main idea and supported details of the text in their own words. Then, the researcher delivered students a text in title “My First Experience to Ride Motorcycle”. The researcher invited students to work with text using reciprocal teaching stages. The activity was done from predicting. The researcher guided students to predict about the text. Then, she continued to clarifying stages. When the researcher wanted to continue to questioning stages, the bell rang. Therefore, the teaching learning process had to stop. The researcher reviewed RT and make evaluation with students. Then she closed the lesson by leading a prayer and greeting.

## 2) Meeting 2

Meeting 2 was on Wednesday, 23<sup>rd</sup> January 2013 at 08.30-10.10. In the meeting 2 the researcher focused on assisting and guidance students in applying the RT stages. The researcher opened the class by praying and greeting. Then, she reviewed RT stages by asking some questions about RT to the students. Then, she divided students in groups. After that she delivered a

text in title “My Football Experience” for each student and a worksheet for each group. She asked one of students to read the text before students work with the text. When the students read the text, she made some mistakes in pronouncing some words, like /kəʊtʃ/ pronounce as /koatʃ/; /wʌn/ pronounce as /wun/; /wɔ:n/ pronounce as /wʌn/. The researcher gave correction at the time. Then, she asked all of students to repeat her pronunciation of the words.

Afterward, the researcher explained to the students how to fill the worksheet. Then, she asked students to work in group to apply the RT stages. She came to each group to assist them in applying the RT stages. She also gave more explanation about the RT in each group. The activity was started from predicting stage, clarifying stage, generating questions stage, then summarizing stage. The research guided students to predict the text. She reminded student to pay attention to the title of the text and some vocabulary of the text.

In clarifying stage, there were some students who opened the dictionary. The researcher warned them and asked them to apply the method that she had explained before. Then the researcher guided them to meaning and translating the words without opened the dictionary. Many of students asked help in clarifying the text. The following is one of the descriptions of the activity.

<p>Salah satu siswa bertanya lagi “ Miss kalau ground itu artinya apa?”, dan R menjawab “ coba ini dibaca keseluruhan tesaknya dulu, lihat konteksnya. Itu ada clue nya disciplice, kok selanjutnya ada late, rule coba dipahami lagi” kemudian siswa menjawab “ itu kan gurunya itu dicipline terus nggak boleh ada yang telat melanggar peraturan tapi kalau menghukum kan punish miss” dan R menjawab “ kan bukan hanya punish, menghukum juga bisa pakai kata</p>
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lain ground yang artinya sama dengan punish, ya tho” dan siswa menjawab “oo.. gitu ya miss”. (One of students asked again “Miss, what is the translation of ground?”, and R replied “Read the whole text first, then find the context of the text. You can also see the clue words like *discipline*, then *late* and *rule*, then tried to comprehend again.” Then the student answered “It means the teacher is disciple, so nobody may not late and break the rule, but *menghukum* is punish Miss”. Then R replied “*menghukum* is not only punish in English, it can be other words with the same meaning right?”, and the student answered “Ooo.. I see miss”).

Field note 3, Wednesday 23 January 2013

The bell rang, it meant that students had their break time. The researcher asked students to have a break. After the break time was over. The discussion was continued. The researcher asked students to work with the text and continued their discussion. Students had finished in clarifying the text. They continued to make questions. Some groups only made the questions. They did not answer the questions that they made. Then the researcher asked students’ attention and announced that they had to answer the questions that they had made.

Later, the researcher guided students to make summary. She reviewed her explanation of creating summary that she had already given to the students. She also guided students in finding main idea of a paragraph. The time was up. The researcher invited students to evaluate their activity. Then she reviewed the RT stages by asking students to mention the RT stages and the activity of each stage. Then, she asked students to collect their worksheet. The researcher announced that their result discussion would be discussed in the next meeting. The researcher closed the class by praying and greeting.

### 3) Meeting 3

Meeting 3 was on Friday, 25<sup>th</sup> January 2013 at 09.30-10.50. In the meeting 3 the researcher focused on giving students feedback on their result of discussion. On that day, the class was opened by the English teacher, because she wanted to announce an assignment for students. After she had finished, the researcher handled the class. She asked students to group in their group. Then she delivered students' worksheets which were students collect yesterday. To discuss students work, she asked students to write down their result on the white board. First, the researcher asked students to write their prediction. Then the researcher invited students to discuss it. Because of the limitation of time, the researcher would not asked students to present their work orally. The researcher asked student to write their work of each RT stage. In this activity the researcher also gave feedback on the students' work.

The discussion was started from the predicting stage, clarification stage, question generating stage, and the summarizing stage. The researcher asked each group to write their prediction and number their answer with their group number. Only some groups which came forward to write their prediction. Then the researcher called the group name and asked them to come forward and write their answer. When all of group had finished writing their prediction, the researcher invited them to discuss it together. Then it was continued to the clarification stage, question generating stage and the last summarization stage with the same activity.

The researcher gave feedback in students' work, by inviting them to discuss and correct the mistake answer together. Before she gave feedback to the students, she asked students to explain to the researcher and their friends about their discussion process. The description of the activity is presented below.

Saat itu salah satu kelompok mengklarifikasi frasa "named after" dalam arti "nama setelah" dalam kalimat "Our team named after our school, 67 Team (from SMP 67)." Kemudian R bertanya pada kelompok lain yang berbeda pendapat untuk menjelaskan bagaimana dia mengklarifikasi frasa tersebut. Mereka menjelaskan kalau mereka mengambil kata dalam kurung yang terdapat dalam kalimat tersebut yaitu "(from SMP 67)" sebagai artinya. P menjelaskan kembali bahwa siswa harus memperhatikan tanda petik, tanda koma dan tanda kurung dalam kalimat. Jika terdapat tanda kurung seperti (from SMP 67), maka kata tersebut menjelaskan arti atau makna dari kata sebelumnya. Kemudian P menjelaskan named after our school itu dilihat our schoolnya apa, kemudian name itu artinya apa, lalu dihubungkan dengan "from SMP 67" dan nama teamnya. Kalau masih belum paham kalian perhatikan nama sekolah dan teamnya kan sama, jadi bisa dibilang nama team mengambil dari nama sekolah, karena sekolah lebih dulu ada daripada team sepak bolanya kan, jadi "named after" itu *mengambil nama dari*". (One of the groups clarified a phrase "named after" with translation "nama setelah" in the sentence "Our team named after our school, 67 Team (from SMP 67)." Then R asked others groups which had different idea to explain how they clarify the phrase. They explained that they took phrase in the brackets that is (from SMP 67) as the meaning. Then R explained again that students must pay attention to the apostrophe, comma, and brackets in sentence." If there is a word or phrase in the brackets like (from SMP 67), it means that it explains the previous words in the sentence." Then R explained "*named our school* what the name of our school is, you must find it, then what the translation of name is, then you relate it with "from SMP 67 and the name of the team. If you still confused, pay attention to the named of the school and the team. Is it same isn't, so it can be concluded that name of the team take from the name of the school, because the school exist before the team right, so named after is *mengambil nama dari*.")

Field note 3, Wednesday 23 January 2013

The researcher also gave feedback on students' grammar. First, she invited students to correct the mistaken grammar. Then the researcher invited students to discuss it together. If there were no students who could correct it,

she invited students to correct it together. Then she gave more explanation related to the mistaken grammar. The mistaken grammar of students' work are like "What the purpose of the text?; When they have a practised?; Why they had a many fans?". They also made mistake in making positive sentence like, "It about the writer experience", and "It is about the writer team football".

After that the researcher checked students understanding by asking them to ask some questions, but only some students who responded the researcher's questions. Then, she invited students to evaluate their activity by asking them some questions. Then, she gave more explanation about RT by inviting students to apply RT with the text which they did. She checked students understanding by asking students about their understanding to the researcher demonstration of the each RT stage. After that, she asked students to mention the stage of RT and explain the activity in each RT stage. Then she delivered an exercise in the form of multiple choice and short answer questions. She asked students to work it in their home, because the time is up. After that she closed the class by praying and greeting the students.

### **c. Reflection of Cycle I**

#### **a) Previewing Recount Text**

Students had familiar with the recount text. They knew the social function of the recount text. They also could mention the structure of the recount text and the content its part. It can be seen from the following field note.

R mengulas recount teks dengan bertanya pada siswa "kalian tahu recount teks?", siswa menjawab " tahu miz". Lalu P bertanya "apa itu recount tesk"



dan beberapa menjawab “itu teks yang menceritakan pengalaman itu miss” yang lain menambah “textnya tentang cerita atau pengalaman di masa lalu”. Setelah itu R juga bertanya mengenai generic structure dan ciri-ciri dari recount text. Semua siswa menjawab dengan jawaban yang benar dan P menuliskan jawaban siswa saat siswa menjawab. Kemudian P kembali meminta siswa untuk menjelaskan isi dari setiap bagian recount text. Siswa menjawab secara bersama-sama. Setelah itu R menanyakan apakah siswa sudah paham dengan recount text, semua menjawab “sudah” dan ada yang menambahkan “iya udah Miss, semester kemarin udah diajarin. (R previewed the recount text by asking questions to students “Do you know recount text?”, and then they answered “Yes Miss”. Then R asked “What is recount text”, then some students answer “Text which retell the past story Miss” and others added “Text which tells about the past story experience”. Then R asked students to mention the generic structure and the feature of recount text. Students answered in correct answer and R wrote down the students’ answer while students were mentioning the generic structure of the recount text. Then R asked students to explain the content of each part of recount text. Students answered collectively. Then R asked students “Do you have understand about recount text, or do you have question about it?” and students answered “I got it” and one of them answered “I have understood Miss, we have learnt it in the last semester”

Field note 2, Monday 21 January 2013

#### b) Introducing RT

The researcher introduced the reciprocal teaching stages to the students. Students seemed enthusiast when the researcher introduced the reciprocal teaching, and they asked about what is reciprocal teaching. It can be seen from the following field note.

Setelah itu R mengenalkan reciprocal teaching pada siswa dengan bertanya “Hari ini kita kan belajar tentang reciprocal teaching, have you ever heard about reciprocal teaching?” dan siswa menjawab belum. Siswa tampak antusias dan bertanya “apa itu miss”. (Then, R introduced the reciprocal teaching to the students by asking “Today we will learn about reciprocal teaching, have you ever heard about reciprocal teaching?” and they answer “Not Yet miss”. Students seemed enthusiast and asked “What is it Miss?”)

Field note 2, Monday 21 January 2013

### c) Applying the Stages of RT

In the group discussion, students work with text in title “My Football Experience”. In applying the stages of reciprocal teaching students still confused about what they had to do, although the researcher had told them what they had to do and how to report their discussion result in worksheet. Seeing the condition the researcher tried to explain again about RT in each group. Most of them were afraid to make mistake, and the researcher encouraged them to be confidence. The description of the situation is presented below.

Salah satu siswa bertanya “Miss prediksinya kalau salah gimana?” dan R menjawab “Namanya juga prediksi ya nggak harus benar kan, jadi nggak usah takut salah”. (One of the students asked “Miss, is it ok if my prediction is incorrect?”, and R answered “It’s ok, it is prediction right, prediction must not correct, so don’t be afraid to make mistake”.)

Field note 3, Wednesday 23 January 2013

In clarifying the text, there were some students who still opened the dictionary. It seemed that they got difficulties in clarifying the text. Meanwhile, students did not find difficulties in creating questions. They had known what they had to do in this stage. The researcher had told that they only made questions that they need to help them in finding important information. However, some groups make all of options of the question words which were provided in the worksheet. Some groups misunderstood of the instruction in this stage. They only made questions and did not answer the questions. Therefore the researcher reminded them to make the answer and explained again what the function of making questions to the text. As the English teacher

statement that students' grammar is not really good. It was found that students still made many mistake in creating questions although the researcher had explained how to make questions. The researcher did not give correction on students' grammar at the time. She planned to give feedback on students' grammar in the class discussion. The researcher wanted the others groups got the explanation of the mistake, so they would not do the same mistake.

Students did not find many difficulties in making predictions, clarifications, and questions, but they got problem in making summary. They still did not understand how to make summary although the researcher had explained and modelled it to them. Some groups grumbled that it was difficult to them to make summary.

Meanwhile most groups were active in applying the stages of RT, the others groups like group 6, group 7, and group 8 were passive. They only worked if the researcher assisted them. They seemed did not understand about RT stages. The description of the situation can be seen in the field note which is presented below.

Beberapa kelompok seperti kelompok 8, 6 dan 7 tampak bingung dan tidak mengerjakan, maka R menghampiri dari setiap kelompok tersebut. R bertanya "Kok tidak dikerjakan?" dan salah satu dari mereka menjawab "Gimana to miss, kita masih bingung" dan R menjawab "Saya jelaskan lagi ya." (Some of groups like group 8, group 6 and group 7 seemed confusing and they did not work with the text, so R came to each group. R asked "Why don't you do your work?", and one of them answered "We still don't understand how to work Miss", and R replied "I will explain again.")

Field note 3, Wednesday 23 January 2013

The statement was also supported by the English teacher as an observer. She said that the students needed more explanation. She asked to the researcher to give more explanation. The following interview transcript is presented to support the statement.

- R : Gene mbak saya lihat anak-anak masih banyak yang pada bingung, mereka perlu dijelaskan lagi. ( I see that the students still confuse with RT, they need more explanation)
- P : Saya juga merasa begitu Bu, kemarin juga sudah dijelaskan diberi contoh tapi masih ada yang bingung. Saya lihat kemarin juga beberapa siswa tidak memperhatikan. (I think so Mrs, yesterday I had given explanation and example, but there were some of them who still confused. Yesterday I see some of them did not pay attention to my explanation)
- T : Gene aja mbak, besok di beri contoh lagi. Kalau anak SMP lain mungkin bisa mbak, tapi kalau sini nggak bisa mbak kalau gitu. (How about giving more examples. Students of others school maybe can understand in once explanation, but students of this SMP could not.)
- P : Ya Bu besok saya kasih contoh lagi saja Bu, memang sesuai dengan lesson plannya hasil diskusi kelompok didiskusikan di kelas jadi dari diskusi nanti semoga siswa semakin paham. (Yes Mrs, tomorrow I will demonstrate it again. Based on the lesson plan, the next activity is discussion class to discuss students' work, I hope students will more understand.)
- T : Iya gitu juga bisa. (Yes, it can be)

Interview 5, Wednesday 23 January 2013

Lack of guidance and assistance in the discussion group activity caused only some students who could understood in applying the RT stages. This is the weakness of the researcher. She could not handle the groups, because there were so many groups which needed guidance and assistance. It became a problem when some groups called the researcher to help them in the same time. The researcher also could not be maximal in giving guidance and

assistance. The statement is supported by the interview transcript which is presented below.

- R : Menurut kalian gimana ne belajar memahami tesk pakai RT? (What do you think about learning reading comprehension using RT, do you have understand?)
- I : Kalau aku paham mbak. (I have understood.)
- A : Tapi kalau aku baru dikit-dikit mbak kan baru sekali tho mbak. (It just a little bit I understand it, it is only one times right.)
- K : Kalau aku belum mbak masih bingung. (I still confuse.)
- P : Ooohh gitu, bingungnya apa? (I see, what are things that make you confuse?)
- K : Iya kan baru sekali mbak, jadi perlu banyak latihan terus dibantu lagi mbak. (We just apply it one times, so we need more exercises and helps in applying it.)

Interview....., Saturday 26 January 2013

Although some students still found difficulties in applying RT, they felt that RT helped them in comprehending the text. Furthermore, they became more motivate in learning. It is supported by the following interview transcript.

- R : RT cukup membantu kalian nggak dalam memahami tesk? (Does RT help you in comprehending the text?)
- A : Membantu cie mbak, tapi masih bingung aja mbak. ( It helps, but I still confuse)
- K : Ya mbak. ( Yes, it helps)
- P : RT cukup memotivasi kalian nggak? ( Does RT motivate you in learning reading comprehension)
- A : Memotivasi mbak, semangat kan mikirnya bareng-bareng. (It motivates us, we become more enthusiast, because we can share.)
- K : Ya mbak jadi lebih tahu teknik-teknik membaca itu mbak. (Yes is it, we also become more familiar to the reading technique.)
- I : Kalau aku termotivasi mbak, belum pernah kayak gene. (I motivate to learn, we never do the activity before.)

Interview 6, Saturday 26 January 2013

#### d) Applying the Activity of RT

The activity of RT itself is group discussion. The discussion was done while students were applying RT stages. Discussion group took 50 minutes and it took two meeting. It was not like the planning. The researcher planned that the discussion could finish in 40 minutes in one meeting. The discussion took so long time because of some causes, they are:

1. Most of students had not been ready yet when the researcher came to the class, and they asked more time to take a rest because they got exercise lesson before (It was on Wednesday).
2. The lesson was cut of a break time, and usually students came late to the class (It was on Wednesday).

The researcher tried to solve those two problems. She made negotiation with the students. She told that she would give a break time after they got exercise as long as their break time and asked students to join the English class without break time. Students refused it, they wanted if it was break time so they had to have a break. The English teacher also added that students in this school would not focus if in break time they had a lesson. It can be seen from the interview transcript which is presented below.

T : Ya, emang anak-anak sini gitu mbak sabar aja. Terus ini mbak kalau waktunya istirahat dikasih istirahat, anak sini thu nggak bisa mbak kalau kepotong istirahat dibablaske ya mereka maunya istirahat percuma juga nanti mereka nggak focus nanti lebih susah lagi mengkondisikan mereka. Terus kalau jamnya habis ya sudah langsung di stop saja mbak. (That is students here, you must be patient. Then if the time is break time let students have a break, students here don't like if you continue the lesson because they want a break. It is useless if you continue the activity, because they will not focus and it will more difficult for you to handle them. If the

time is up you must close the class immediately.)  
P : Oiya Bu. (Yes Mrs.)

Interview 5 Wednesday, 23 January 2013

Seeing the fact the researcher could not do anything, so she would find another way to make the students' discussion activity more effective. She also would make a discussion to solve that problem with the English teacher. Therefore the discussion activity would help students in applying RT stages. Meanwhile, the discussion could help the students in learning and students enjoyed it. The quotation is supported by the interview transcript below.

P : Diskusinya sendiri gimana? (How is about the discussion?)  
I : Kalau aku enak sie mbak. (I enjoy it.)  
K : Aku nggak enak mbak nggak seru anak-anaknya mbak. (I did not enjoy it, because my group is not fun.)  
P : Jadi tergantung kelompoknya ne. (So, it depends on the group right?)  
S : Ya mbak. (Yes Sis.)

Interview 6, Saturday 26 January 2013

#### e) Giving Students a Chance to Share their Discussion Result

The researcher gave students chance to result their discussion in the class discussion. It was difficult to make students to come forward and share their result. They seemed did not confident to their work. The researcher had to call the group many times and praise them first to make them be confident.

#### f) Previewing the RT Stages in the First and the End of the Discussion.

The researcher previewed the RT stages in the fist and end of the discussion. Previewing activity was done by asking questions to the students. The questions were about what the stages of RT are and what activities that

are done in each of the RT stages. At the time only some students answered the questions. The researcher needed to encourage students to answer the researcher questions.

#### **d. Summary of Reflection of Cycle I**

After conducting actions of Cycle 1, the researcher made reflection to see the weakness and what had to be done in the next cycle. It was done a discussion with the English teacher in making some reflection. It was to fulfil the democratic and dialogic validity as mentioned in Chapter III.

In creating reflection the researcher and the English teacher analysed the observation class result and the interview transcript. The reflection results of Cycle 1 are:

1. Only some students could do and understood the activity of RT. It made students not confident.
2. Students needed more assistance.
3. Grouping students in study group was not effective, some groups tended to joke.

Based on the result the researcher and the English teacher had a discussion to solve the problems. The description of the discussion is presented below.

- |    |   |
|----|---|
| R  | : Begini Bu, ini kan sudah selesai Cycle 1, saya ingin diskusi saja dengan ibu kemarin kekurangannya apa dan sebaiknya besok bagaimana. (Mrs., as you know we had finished Cycle 1, so I want to discuss about the weakness of the previous actions and what should we do in the next cycle.) |
| ET | : Iya, kalau menurut saya sudah bagus, cuma anak- anak masih perlu arahan mbak, kan ini pertama juga buat mereka. (I think it was good, but   |



students still need guidance, it is the first time for them right.)

R : Iya Bu, Kalau diarahkan itu bisa Bu, tapi kalau saya pindah ke kelompok lain, beberapa kelompok pada males-malesan lagi Bu, kan nggak mungkin saya nunggu satu kelompok saja Bu. Begini Bu, kalau minggu depan saya team teaching dengan Ibu gimana Bu? (Yes Mrs, if I guided them, they could do the activity, but if I moved to other groups, some of the groups became lazy to work. How about holding a team teaching with you Mrs?)

ET : Begini mbak, saya itu lagi sibuk mbak, jadi nggak bisa kalau hanya nemenin jadi observer saya masih bisa. (I am busy now, so I can't. I just can accompany you as an observer.)

R : Kalau saya minta tolong teman gimana Bu? Soalnya kalau mendampingi banyak kelompok gitu saya keteteran, siswa juga rebutan dan ada yang merasa tidak diperhatikan. Lagian kalau sedang tidak didampingi malah pada guyon Bu. ( How about team teaching with my colleague? Because I could not handle all of the groups, they also snatched in asking help and some of them felt that I did not care of them. Furthermore, if they were not accompanied they would joke.)

ET : Ya gitu juga nggak papa mbak, kalau diskusi anak sini itu pada ramai. Besuk diganti lagi aja kelompoknya mbak. (Yes, it can be. Students here are noisy if they get discussion. Next, you must change the groups.)

R : Iya Bu, kalau untuk cycle berikutnya saya bagi lagi saja Bu menjadi 8 kelompok dengan berhitung. (Yes Mrs, how about the next cycle I group students in 8 groups by counting?)

ET : Iya gitu mbak biar nggak kebanyakan juga satu kelompoknya. Terus pelan-pelan aja mbak, kan mbak tahu sendiri anak-anak sini itu bagaimana. (Yes it can be, so one group will not too big. Then you should take the activity more slowly, as you know how students' ability here.)

(Interview 7, Saturday 26 January 2013)

Based on the discussion, the researcher and the English teacher decided to do some changes in Cycle 2, they were:

1. The explanation would be given more to the students.
2. It would be held a team teaching between the researcher and the researcher's colleague. Therefore, students would get more assistance.
3. Students would be grouped based on their number when the teacher asked them to count.

## **2. The Implementation of the Actions in Cycle II**

### **a. Planning**

Based on the discussion between the researcher and the English teacher, it decided that actions of Cycle II would focus on solving problems that were found in Cycle I. It would be done the same activities and some new actions. The researcher hoped that the new actions could overcome the problems and the learning process would be more enjoyable and students' reading comprehension could significantly improve. The actions that would be done in Cycle II were presented below.

#### **a) Holding a Team Teaching**

In Cycle II the teaching would be done in a team. The team teaching would be done by the researcher and the researcher's colleague. The researcher would be the teacher. Meanwhile, the researcher's colleague would become a collaborator in teaching learning process. She would help the researcher in assisting students while they were discussing. She also would give feedback on the teaching learning process. The researcher hoped that the team teaching could help students in applying the RT stages and made the discussion became more effective.

#### **b) Applying the RT Stages**

In the Cycle II still would be applied RT stages. The stages that would be applied were:

##### **1) Predicting**

- a) Students predicted the content of the text from the title.

- b) Students predicted the content of the text from the clue words in the text.

## 2) Clarifying

- a) The students wrote down difficult words that they found.
- b) The students defined the difficult words by reading the sentences that precede or follow it.
- c) The students lined the words like such as, or, like, the word in the brackets, the words between comma (,) which may signal the meaning of unfamiliar words.
- d) The students defined referents (they, them, their, we, she, he, etc) by reading the sentences that precede or follow it.

## 3) Question Generating

- a) The students found important information from the text using words who, how, what, when, where, and why to make up questions.

## 4) Summarizing

- a) The students located the topic sentence of a paragraph.
- b) The students located main idea of a paragraph.
- c) The students underlined the most relevant sentences to the text ideas.
- d) The students restated the main idea supporting details in students own words.

In the summarizing stages the researcher would allow students to make conclusion or summary or both of them. While students applying RT stages the researcher and the collaborator would assist and guide them. The guidance

would give per steps if students still did not understand. A worksheet also would give to the students to guide them in applying the RT stages.

c) Applying the RT Activity

Like in Cycle I, discussion group would be done as RT activity. The discussion class also would be done to evaluate and gave feedback on students' work in applying RT stages. Students would be guided by the researcher and the collaborator while they were discussing.

d) Giving Students a Chance to Share their Discussion Result

Students would be given a chance to share their result discussion. They would write their result discussion on the white board. Sometimes, the researcher also would ask students to explain how they work in discussion to their friends.

e) Previewing RT Stages in the First and the End of the Discussion

The researcher would preview the RT stages before and after students having discussion. The previewing would in the form asking questions to the students. Its aim was to remind students the RT stages and helped students to memorize the RT stages.

**b. The implementation of the Actions and Observation**

Actions of Cycle II were carried on January 30<sup>th</sup>, February 1<sup>st</sup>, and February 4<sup>th</sup>. The actions were done in three meetings. In Cycle II the researcher was helped by two collaborators. They were the English teacher as observer, and the researcher's colleague as the researcher's partner in a team teaching. The researcher colleague also gave feedback to the teaching learning

process. Therefore feedback of the teaching learning process came from the English teacher and the researcher's colleague. The complete description of Cycle II is presented below.

### 1. Meeting 1

Meeting 1 was on Wednesday 30<sup>th</sup> January 2013 at 08.30-10.10. At that day the English lesson carried only 40 minutes, because the first section was used to clean the school. The researcher, English teacher, and collaborator came to the class after students finished their work. The researcher opened the lesson by greeting and leading a pray. Then she checked students' attendance. After that she asked about students' preparedness to learn. Students said that they had been ready to study. Before the researcher started the lesson, she introduced the collaborator to the students. She said that the collaborator would help her in assisting the students.

In this meeting the researcher focused on applying RT stages. First, she made new groups of students. She asked students to count from 1-8. Then, she asked students to group with their friends whose number was same with them. Then she delivered a recount text in title "My Holiday" to each student and a worksheet to each group. She explained to the students how to fill in the worksheet. Then she asked one of students to read the text. One student raised his hand. Then, the researcher asked him to read the text. The student made some mispronunciation. Then the researcher corrected it. After the student finished reading the text, she asked all of students to repeat the correction of

the mispronunciation words. The description of the activity is presented below.

Kemudian R bertanya apakah ada yang mau membaca teks. Kemudian salah satu siswa mengangkat tangan. R kemudian mempersilahkan siswa tersebut untuk membaca teks. Saat membaca teks siswa tersebut mengucapkan beberapa kata dengan pengucapan yang tidak benar, seperti /'si:.n ə r.i/ menjadi /'seɪ.n ə r.i/, /'maʊn.tɪn/ menjadi /'maʊn.ten/, dan /taɪəd/ menjadi /tɪrəd/. R membetulkan pengucapan siswa tersebut saat itu juga. Kemudian setelah siswa tersebut selesai membaca text, R mengulang pengucapan kata yang tadi dan meminta semua siswa menirukan. (Then R asked if students want to read the text. Then one of the students raised his hand. Then R asked the student to read the text. When he read the text, he mispronounced of some words like /'si:.n ə r.i/ became /'seɪ.n ə r.i/ , /'maʊn.tɪn/ became /'maʊn.ten/, and /taɪəd/ became /tɪrəd/. R corrected them at the time. After the students finished reading the text, R asked all of students to repeat her pronunciation.)

Field note 5, Wednesday 30 January 2013

After that she asked students to start the discussion. Then the researcher and collaborator came to each group and helped them. The researcher and collaborator guided students in applying the RT stages. They guided students per stage. Seeing all of groups had worked in prediction stage, the researcher asked them to write the students prediction on the white board. It was eight minute left, the researcher asked students to stop their work. Then she invited students to discuss their prediction. She gave feedback to the students' prediction. She also invited students to correct their mistaken grammar. When the researcher wanted to explained more about the grammar, the bell rang. Then she invited students to evaluate their activity at the day by asking some questions. After that, she closed the class by praying and greeting.

## 2. Meeting 2

Meeting 2 was on Friday, 1<sup>st</sup> February 2013 at 09.30-10.50. In this meeting the researcher came alone to the school. The collaborator would come later after she finished her work. The researcher opened the class by greeting and praying. Then she checked students' attendance. After that she reviewed RT stages by asking students some questions. She asked students to mention the RT stages and the activity that is done of each stage.

In this meeting the researcher focused on applying RT stages. She asked students to group in their group. Then she asked students to prepare their text and worksheet. She asked students to continue their discussion. Suddenly, the collaborator came to the class. The researcher asked her to come in. Then the researcher and the collaborator came to each group to assist them. Many of groups asked questions. The researcher and the collaborator tried to help them. When students mispronounce of words, the researcher and collaborator corrected their pronunciation. During the discussion, the researcher asked students to write their result discussion on the white board. It was 45 minutes left, some groups had finished their worked. The researcher warned the groups to not disturb the other groups. The researcher and collaborator assisted group which still worked with the text. It was 30 minutes left, all of groups finished their work. Then the researcher invited students to discuss their discussion result which had been written on the white board. The researcher reviewed prediction that had discussed in the last meeting. All of students protested to do the activity, then the researcher told that she only

wanted to review and memorized it to the students. Then the discussion was continued to discuss clarification. The researcher asked each group to explain how they clarified words. Because of the limitation of time, she asked one group explained one word that they clarified. On the students' clarification, the researcher found one word that was clarified in different translation of some groups. Therefore, she invited students to clarify it together. The description of the activity is presented below.

R juga membahas kata *horseback*. Sebagian kelompok mengartikan *horseback* pelana kuda dan sebagian lainnya mengartikan punggung kuda. R mengajak siswa untuk membaca kalimat yang berkaitan dan memberi penjelasan, "Ayo dibaca kalimatnya ini, nah kalau dari kalimatnya "We rode on horseback", tahu artinya kan, kalau nggak tahu rode itu apa bisa dikira-kira, kami.... diatas...kuda, apa ini?." Salah satu siswa menjawab kalau rodenya itu menunggang Miss, yang horsebacknya itu binggung pelana kuda apa punggung kuda". Kemudian R menjawab "Good, rode itu menunggang kata kerja 2 dari ride, memang kuda itu pakai pelana, tapi apa masuk akal kita naik diatas pelana kuda". Kemudian salah satu siswa menjawab, "jadi bener punyaku tho Miss punggung kuda". Kemudian R menjawab "Iya yang bener punggung kuda, nah kalian hafal *body part* nggak, lha back sendiri kan artinya punggung, yak kan terus kalau pelana itu bahasa Inggrisnya *saddle*, sudah jelas?." Kemudian siswa menjawab sudah. (R also discussed the word *horseback*. Half of the groups translated it *pelana kuda* in Indonesian, and the others translated it *punggung kuda*. R invited students to read the sentence which is dealing with the word and gave explanation, " So, let's read the sentence, if the sentence *We rode on horseback*, do you know the translation of it right, if you don't know the translation of *rode* you can guess, *kami...diatas...kuda*, what is that?." One of the students answered "the translation of *rode* is *menunggang* Miss, I confuse to translate *horseback*, is it *pelana kuda* or *punggung kuda*?" Then R replied, "Good the translation of *rode* is *menunggang*, *rode* is past form of *ride*, that's right that horse wears *pelana*, but is it rational if we rode on *pelana kuda*". Then one of students answered, "So the correct answer is mine Miss, *punggung kuda*." Then R replied, "Yes that's right *punggung kuda*, do you remember body part? The translation of *back* itself is *punggung* in Indonesian right, then *pelana* in English is *saddle*, is it clear." Then students answered that it was clear.)

Field note 6, Friday, 1 February 2013



After giving feedback on students' clarification, the researcher invited students to ask some questions about clarification. Students said that they did not have any questions to ask.

After that the researcher invited students to discuss the questions which students made. The researcher gave feedback on students' answer to the questions and students' grammar. After that, she gave more explanation about the rule in creating question sentence in past form and past sentence. Then she checked students understanding of creating questions. Then, the last discussion was summary. The researcher invited students to discuss their summary. Then she gave feedback to the students' summary both of the content and the grammar. The researcher asked students to come forward to correct their mistaken grammar. Then she gave feedback to the students' correction. She invited students to make correction together to the mistaken grammar which they could not do. Then the researcher gave students chance to ask questions related to the grammar. The description of the activity is presented below.

<p>R meminta tiap kelompok membaca question dan jawabannya. Kemudian R bersama-sama siswa membenarkan kalimat-kalimat yang masih keliru grammarnya seperti "Where the writer stayed?; Why the writer think the holiday was very fun." R menunjuk siswa untuk membetulkan kalimat-kalimat tersebut. R melihat bahwa siswa kurang teliti, karena saat diminta maju untuk membetulkan kelompok tersebut bisa membenarkannya dan hanya satu atau dua kalimat yang salah. Kemudian R menjelaskan kenapa kalimat tersebut salah dan memberikan sedikit penjelasan mengenai grammar yang berkaitan. R juga mengingatkan agar siswa lebih teliti dalam membuat kalimat. (R asked students of each group to read their question sentences and its answers. Then R and the students corrected the false</p>
---

question sentences, like “Where the writer stayed?; Why the writer think the holiday was very fun.” R asked students to come forward and correct the question sentences. R saw that students did not careful in working, because they could correct the mistake of their questions sentences and only one or two question sentences that were false. Then R explained why their question sentences were false, and gave more explanation related to the grammar. R also warned students to be more careful in working.)

Field note 6, Friday, 1 February 2013

On the students’ report, the researcher saw that some groups make summary and conclusion that did not quite agree with the text. They made it too general. Then the researcher invited students to discuss it together. The researcher also invited students to make summary and conclusion together.

After the discussion was finish, the researcher delivered an exercise related to the text. The exercise was in the form of short answer questions. The researcher asked students to work it individually. She asked students to write their answer on the question’s paper. It was five minutes left, the researcher asked student to do the exercise at home. After that, the researcher asked them to collect their worksheet. Then she invited students to evaluate their activity at that day. She also asked students’ difficulty in applying RT. Then the bell rang, the researcher still continued to review the RT stages by asking some questions to the students. After that, she closed the class by praying and greeting.

### 3. Meeting 3

Meeting 3 was on Monday, 4<sup>th</sup> Februari 2013 at 10.00-10.30. On that day the English teacher could not come to the school, because she had to join a workshop. Therefore, the researcher came to the class with the collaborator

only. In this meeting, the researcher would focus on giving feedback to the students' exercise.

The researcher opened the class by greeting and leading a pray. Then she checked students' attendance by calling students name. After that, she asked students to prepare their work. After students were ready to study, the researcher asked students to come forward to write their answer. Many of students wanted to write their answer. Then the researcher told that one student only wrote answer of one number. After students finished write their answer, the researcher invited them to discuss their work together. The researcher asked students to correct their answer by checking on their text. The researcher asked students to correct the mistaken grammar on their answer. She gave a chance to other students if there was a student could not correct her or his answer. The description of the situation is presented below.

R menunjuk siswa untuk menuliskan jawabannya di papan tulis. Setelah semua jawaban ditulis, R dan siswa membahas soal yang dikerjakan dan bertanya kepada siswa yang menjawab tentang alasan dari jawaban yang dia tulis. Semua jawaban siswa benar, tapi beberapa kalimat masih belum benar secara grammar, seperti *They very tired; The writer feels happy to have a holiday like that*. Kemudian, R menjelaskan bagaimana aturan menulis dalam bentuk lampau. Kemudian R meminta siswa untuk membenarkan grammar yang salah. Setelah itu R bertanya, "Ada kesulitan tidak saat kalian mengerjakan soal." Kemudian siswa menjawab tidak. (R asked students to write their answer on the white board. After that, R and students discussed it and asked to the students to give reason to their answer. All students' answers were right, but some of them were mistake in grammar, like *They very tired; The writer feels happy to have a holiday like that*. Then R explained about the rule in creating sentence past tense. Then R asked students to correct their mistaken grammar. After that, R asked "Do you find difficulties in doing the exercise?." Then students answered "No".)

Field note 7, Monday, 4 February 2013

It was 4 minutes left, the discussion finished. The researcher used the left time to evaluate students' activity. She also asked students' difficulty in doing the exercise. Then the bell rang. The researcher closed the class by leading pray and greeting.

### **c. Reflection of Cycle II**

#### **a) Holding a Team Teaching**

The team teaching really helped both the researcher and students. The researcher could give maximal assistance and guidance. Students got more guidance and help. They became more understand in applying RT.

#### **b) Applying the RT Stages**

In Cycle II students were more confident. They had already known what they had to do. They knew how to predict the text, how to clarify the difficult words, and how to make questions and answer questions, and how to make summary or conclusion. They felt that RT could help them in comprehending the text. The statement is supported by the interview transcript which is presented below.

- |   |   |
|---|---|
| P | : Kalau kamu pakai RT membantu kamu dalam memahami teks tidak?<br>(When you used RT, It helps you or not in comprehending the text?)  |
| F | : Iya mbak. (Yes it is.)  |
| P | : Kamu kesulitan nggak pas pake teknik predicting, clarifying, questioning, terus summarizing? (Do you find difficulties in applying predicting, clarifying, questioning, and summarizing?) |
| F | : Nggak cie mbak. (No, there is not.)   |
| P | : Kamu PD nggak pas pke RT? (Are you confident when you are applying RT?)   |
| F | : Percaya diri mbak. (Yes, I am confident.)   |

Interview 8, Monday 4 February 2013

- R : Kalau gitu kalian kesulitan tidak dalam mempraktikkan tahapan dari RT yang predicting, clarifying, questioning, sama summarizing? (How about practice RT stages like predicting, clarifying, questioning, and summarizing, do you find difficulty of that?)
- U : Kal aku enggak mbak, kan kita saling membantu jadi nggak susah. (I didn't, we help each other so it is not difficult right.)
- U : Aku lumayan bisa. (It's not rather difficult for me.)
- P : Kal kalian? (How about you?)
- D : Bisa mbak. (I can.)
- N : Lumayan bisa. (I am not bad.)
- P : Kalau penjelasan dan contohnya masih kurang tidak? (How about the explanation and example, is it enough?)
- D : Udah kok mbak, kalau dulu masih bingung sekarang udah nggak. (It's enough, At first we still confused, but now it's clear.)
- N : Udah jelas kok mbak. (It's clear.)
- P : kalau kamu Uswatun dan Tri? (How about you, Uswatun and Tri)
- U&T : Udah mbak, udah paham sekarang. (Now, we understand.)
- R : RT memotivasi kalian tidak dalam memahami tesk? (Does RT motivate you in comprehending the text?)
- T : Iya mbak jadi lebih gampang. (Yes it is, it becomes easier for us in comprehending the text.)
- U : Memotivasi jadi lebih semangat. (It motivates, I become more enthusiastic in reading a text.)
- D : Jadi beda aja mbak, jadinya ya semangat. (It's different, so it motivates me.)
- N : Memotivasi mbak. (It motivates.)
- R : Kalian percaya diri tidak saat menggunakan RT dalam memahami tesk? (Are you confident in applying RT to comprehend the text?)
- N : Lumayan mbak. (I am confident enough.)
- U : Cukup kalau aku mbak. (I am confident enough.)
- D : Sedikit percaya diri. (I am little bit confident.)

Interview 10, Monday 4 February 2013

However, there were two groups which made summary or conclusion that was not suitable with the text. Therefore, in the class discussion the collaborator and the researcher guide them to make summary. The statement is supported by the following field note.

Karena beberapa summary atau conclusion masih kurang sesuai, maka R menjelaskan kembali bagaimana membuat summary atau kesimpulan. R menjelaskan membuat kesimpulan atau ringkasan dengan meminta siswa bersama-sama membuat ringkasan atau kesimpulan pada setiap paragraf

dulu. Setelah itu R meminta siswa membuat kesimpulan atau ringkasan dari kesimpulan yang mereka buat pada setiap paragraph tadi. Setelah R selesai menjelaskan R bertanya pada siswa apakah siswa sudah paham dan memiliki pertanyaan. Kemudian siswa menjawab tidak. Kemudian R meminta siswa untuk mencatat penjelasan yang dituliskan dipapan tulis. (Because of some summaries or conclusions did not quite agree to the text, so R explained again how to make summary or conclusion. R explained it by inviting students to make summary or conclusion of each paragraph. Then R asked students to make conclusion or summary of conclusion that they had done in each paragraph. After that, R asked students whether they had understood in making summary and whether they had questions or not. Then students answered no. Then R asked students to write the material that had written on the white board.)

Field note 6, Friday, 1 February 2013

It was also found that students still did some mistakes in grammar.

The researcher and the collaborator let it. The researcher would discuss it in the class discussion when she asked students to report their result of discussion.

#### c) Applying the RT Activity

A Discussion group that was done in Cycle II was more effective, because students got maximum assistance. The researcher handled four groups and the collaborator handled the other four groups. Handling four groups in discussion only, the researcher and the collaborator could give more guidance and assistance.

Most students were excited to discuss. They enjoyed the discussion, although some of them were not. They did not enjoy the discussion because the class was noisy. It made them difficult to concentrate. The statement is supported by the interview transcript which is presented below.

- R : Kalau diskusinya sendiri gimana. (How is about the discussion?)  
 T : Sebenarnya enak mbak, tapi kalau lagi ramai itu lho mbak jadi nggak enak. (Actually, it was fun, but if the class was noisy it was not comfortable for me.)  
 U : Sama mbak kalau ramai gitu jadi terganggu. (I do, if the class was noisy, I felt disturbing.)  
 D : Iya jadi nggak fokus itu lho mbak. (Yes that's right, I did not focus as the result.)  
 N : Ya kalau ramai jadi nggak enak mbak. (Yes it is, if the class was noisy, it became not enjoyable.)

Interview 10, Monday 4 February 2013

- R : Kalau diskusinya sendiri gimana? (How about the discussion?)  
 S : Nggak bisa e mbak. (I could not do well.)  
 R : Kenapa? (Why?)  
 S : Pada rame mbak kan keganggu. (Other students were noisy, it disturb me.)

Interview 9, Monday 4 February 2013

#### d) Giving Students a Chance to Share their Discussion Result

It also found that some students were not confident enough to come forward and share their discussion result. The statement is supported by the following interview transcript.

- R : Saya yang masih sulit itu bikin anak mau maju Bu, itu lho Bu Deska sama Adi waktu saya dekati dan dan ajari bisa Bu, tapi kalau disuruh maju itu susah. (I still find difficulty in encouraging some students to come forward to report their result discussion, they are Deska and Adi, when I assisted and guided them, they could do Mom, but When I asked them to come forward to write or read their answer, they refused.)  
 T : Pelan-pelan aja mbak dipuji gitu mbak biar PD. (Do it slowly, you can praise them so they become more confident.)  
 R : Iya Bu, itu selalu saya lakukan. Kalau diskusi mereka jalan tapi kalau suruh maju susah sekali, padahal sudah saya panggil berkali-kali dan saya bilang kalau salah nggak papa. Kan saya mikirnya, mereka itu kan bisa, kalau maju terus jadi contoh itu kan jadi tambah PD (percaya diri) Bu. ( I always do that. When they involved in discussion they could, but when I asked them to come forward they always refuse, whereas I called them many times. I think if they show their result and their

answer become an example, they will be more confident.)  
 T : Ya emang anak sini gitu mbak, pelan-pelan aja. (That is students here, you should assist them slowly.)

Interview 11, Tuesday 5 February 2013

e) Previewing RT Stages in the First and the End of the Discussion

The researcher previewed the RT stages before and after the discussion. It was not like in the previous. Most students responded when the researcher reviewed RT stages in the first and the end of discussion. They could mention the RT stages and the activity of each RT stages correctly.

**d. Summary of Reflection of Cycle II**

After conducting actions of Cycle II, the researcher made reflection to the actions. The reflection was created based on the observation, interview with the English teacher as observer, interview with the researcher colleague as the collaborator, and interview with students. It was done to fulfil the democratic validity and dialogic validity. The discussion was done to find the weakness of the actions and to plan the next actions.

Based on the discussion, it was found some weakness of the actions, they are:

1. Students were too noisy when they discussed. It made other students got difficulty in concentration.
2. Some students were not confident to come forward when the researcher asked them, although the researcher always gave them reward orally like saying, “Good, Nah itu bisa kan (Good, see you did).”



The researcher had to find out a way in order to the discussion class would not too noisy. Therefore students could focus on their group discussion. The way must be appropriate to the students' characteristic. Therefore, we had to adapt to the students' situation. Students of the school are different with students in others school. It said by the English teacher. We can see the statements in the interview transcript below.

- T : Kalau ngajar itu mbak jangan suruh anak ikutin peraturan kita, harus begini, tapi coba disesuaikan dengan anaknya, jadi kita nggak bisa nyuruh anak ikutin peraturan kita, anak sini itu nggak mau kalau gitu mbak, anak sini itu beda dengan anak disekolah lain. (When you teach do not asked students to go along our rule, but try to adapt with them, so we cannot asked them to take our rule, students here won't do that, they are different with students in other schools.)
- R : Iya Bu, saya lihat juga begitu. (Yes Mrs, I also see that.)

Interview 11, Tuesday, 5 February 2013

Based on those problems, the researcher with the English teacher and collaborator decided to give a reward to the best group. The discussion is presented below.

- R : Terimakasih kalau begitu Bu, kalau gini Bu biar siswa yang pasif mau maju dan aktif terus biar tidak terlalu gaduh diskusinya kalau nggak saya tunggu di kasih point tambahan gimana menurut ibu? Kemarin itu anak-anak pada bilang kalau terlalu ramai mereka susah fokusnya Bu. (Thanks Mrs, how about giving point plus to students, to make them become active and not too noisy? Yesterday students said that they got difficulty in concentration if the class was noisy.)
- T : Iya itu bisa mbak, kalau dikasih reward aja, misalnya di kasih permen tapi ngasihnya setelah pelajaran selesai biar nggak rame mbak. (Yes, it can be, how about giving reward, like giving them candy, but you should give it after the lesson to make them not noisy)
- R : Iya Bu, kalau saya kasih buku dan pulpen bagi kelompok yang paling kompak, aktif dan tertib gimana Bu kalau makanan nanti malah pada makan di kelas. (Yes Mrs, how about giving a book and a ballpoint to the group which is most active compact and good in

behaviour, if I give them food I am afraid they will eat it in the lesson.)

T : Iya itu juga nggak papa. (Yes, it also good.)

Interview 11, Tuesday, 5 February 2013

The researcher also did discussion with the researcher colleague as a collaborator. The description of the discussion is presented below.

P : Kemarin itu dari interview anak-anak, pada terganggu kalau pada rame gitu jadi , aku bilang ma Bu Eni nanti mau kasih point plus buat kelompok yang paling kompak, aktif dan tertib, tapi Bu Eni ngusulin reward dalam bentuk barang misalnya permen gitu. (Based on the interview result with the students, they said that they were disturbed if the class was noisy, then I said to Mrs. Eni that I will give point plus to the group which group which is most active compact and good in behavior, but she advised me to give students reward, for example candy.)

C : Jangan makanan lah, kasih buku tulis aja yang gede itu lho. (Don't give them snack, give them a big book.)

P : Iya gitu aja, setuju aku. (Yes, I agree with you, Mrs. Eni and I also agreed with that.)

Interview 12, Tuesday, 5 February 2013

Based on the discussion above, it meant that the group which was most active, compact, and good in behaviour would get reward as the best group. The researcher, the English teacher and the collaborator believed that this way could make students became more motivated in discussion, more active in taking their role in teaching and learning process, and not too noisy when they worked with the text. As said by Skinner in Brown (2001:58) reward is the most powerful factor in directing one's behaviour.

The researcher also would make a new group. It was done based on the English teacher suggestion. The statement is supported by the interview transcript which is presented below.

T : Gene aja, biar nggak terlalu ramai, kalau kelompoknya di sebar aja mbak yang cewek sama cowok, itu kemarin ada yang cowok sendiri cewek sendiri. Kan kalau campur mereka nggak terlalu banyak ngobrolnya. (How about mix male students and female students in one group in order to make them not too noisy. Yesterday I saw, some groups consisted of only male or female. If they are mix, they won't talk too much.)

R : Itu kemarin berdasarkan berhitung aja kok Bu, kalau gitu besok saya ganti. Terus ada lagi Bu? (Those groups were made based on counting Mrs, next I will make new groups. Then, what's more Mrs?)

Interview 11 Tuesday, 5 February 2013

### **3. The Implementation of the Actions in Cycle III**

#### **a. Planning**

The actions that would be done in Cycle III were same with the previous actions, only some new actions would be done. Those new actions were done to overcome the problems that were found in the previous action. The researcher hoped that the new actions would really work, therefore students' reading comprehension would improve significantly. The description of actions that would be done in Cycle III are presented below.

##### **a) Holding a Team Teaching**

In the Cycle III, the researcher still needed a collaborator to help her in assisting students. The collaborator would help the researcher in guidance and assistance students in group discussion. She also would help the researcher to condition students' behaviour in the class. While the researcher and the collaborator assisted students, the English teacher would sit in the back to observe the teaching learning process.

#### b) Dividing Students in New Groups

To give a new atmosphere, the researcher would divide students in new groups. The groups would be eight groups. It meant that one group would consist of four or five students. The groups would be divided based on students' gender. One group would consist of male students and female students. It was done to make the class not too noisy when they discussed.

#### c) Applying the RT stages

In the Cycle III still would be applied the RT stages. The stages that would be applied were:

##### 1) Predicting

- a) Students predicted the content of the text from the title.
- b) Students predicted the content of the text from the clue words in the text.

##### 2) Clarifying

- a) The students wrote down difficult words that they found.
- b) The students defined the difficult words by reading the sentences that precede or follow it.
- c) The students lined the words like such as, or, like, the word in the brackets, the words between comma (,) which may signal the meaning of unfamiliar words.
- d) The students defined referents (they, them, their, we, she, he, etc) by reading the sentences that precede or follow it.

### 3) Question Generating

- a) The students found important information from the text by use words who, how, what, when, where, and why to make up questions.

### 4) Summarizing

- a) The students located the topic sentence of a paragraph.
- b) The students located main idea of a paragraph.
- c) The students underlined the most relevant sentences to the text ideas.
- d) The students restated the main idea supporting details in students own words.

In the summarizing stages the researcher would allow students to make conclusion or summary or both of them. While students were applying RT stages the researcher and the collaborator would assist and guide them as they needed. A Worksheet also would give to the students to guide them in applying the RT stages.

### d) Applying the RT Activity

In Cycle III group discussion would be done as RT activity. The researcher and the English teacher would guide students while they were discussing. The discussion class also would be done to evaluate and give feedback on students' work in applying RT stages.

e) Giving Students a Chance to Share their Result of Discussion

The researcher would give students a chance to share their result of discussion. She would ask students to write their result discussion on the white board. Then she would ask some of them to explain about their answer and how they work with the text.

f) Giving a Reward to the Best Group

The researcher would give a reward to the best group. The best group is group which is the most active, compact, and good in behaviour. The reward would give to each students of the best group. The reward would be in the form of things, they are a book and a ballpoint. They would be given after the discussion class or evaluation of students' discussion result.

g) Previewing RT Stages in the First and the End of the Discussion

Previewing RT stages would be done before and after the discussion group. Its aim was to keep students' memory about RT stages. It also would do to check students understanding of RT stages. The previewing activity would do by asking questions to the students.

**b. The Implementation of the Actions and Observation**

The actions of Cycle III were done on February 6<sup>th</sup>, February 8<sup>th</sup>, February 11<sup>st</sup>, and February 13<sup>rd</sup> 2013. The meetings were carried more than the researcher did in the previous cycle, because the researcher took one meeting for asking students to do the exercise in school. Students

needed two sections to do that, therefore one meeting was used to do the exercise and evaluate it.

In this Cycle the researcher worked with the collaborator who helped the researcher in teaching learning process, and the English teacher as an observer. The complete description of the activity in this Cycle III is presented below.

### 1. Meeting 1

Meeting 1 was on Wednesday 6<sup>th</sup> February 2013 at 08.30-10.10. In this meeting the researcher still focused on applying RT stages. The researcher came to the class with the collaborator and the English teacher. She opened the class by greeting and leading a pray. Then, she checked the students' attendance. Then she reviewed the RT stages by asking some questions to the students. After that she gave students a chance to ask questions about RT. Then one of students raised her hand. She asked about how to make summary or conclusion. Then she explained and modelled it. The description of the activity is presented below.

<p>R mereview tentang tahapan dari reciprocal teaching. R juga bertanya pada siswa tentang apa saja tahapan dari reciprocal teaching dan apa saja yang mereka lakukan pada setiap tahapnya. R bertanya pada siswa apakah masih ada yang perlu dijelaskan lagi. Salah satu siswa bertanya tentang bagaimana membuat summary atau conclusion. R menjelaskan dan memberi contoh dengan menggunakan teks yang pernah R berikan yaitu text "My Holiday". R menjelaskan dan memberi contoh dengan dua cara yang pernah R sampaikan sebelumnya yaitu dengan mencari main idea dari setiap paragraph kemudian dibuat kesimpulan dengan kata-kata sendiri dan menggaris bawahi bagian-bagian yang penting kemudian dibuat kalimat kesimpulan dengan kata-kata sendiri. Setelah itu R bertanya lagi pada siswa apakah siswa masih mempunyai pertanyaan lain dan masih ada yang tidak jelas. Siswa menjawab tidak. (R reviewed the stages of RT. R also asked to</p>
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the students to mention the stages of RT and activities of the each stage. Then R asked if there were any thing which was needed to explain more. One of students asked how to make summary or conclusion. R explained and gave example using a text that had ever given to the students that was a text in title “My Holiday”. R explained and modelled it in two ways that was finding main idea of each paragraph then made a conclusion by our own words and marked the important part of the text then making conclusion by our own words. Then R asked again whether students still had questions or not. Then students answered no.)

Field note 8, Wednesday 6 February 2013

After that the researcher also reviewed about creating questions sentence in past form and past sentence. The researcher gave students chance to ask questions about it, but students said that it was clear. Then researcher explained the rule of using *did*, *was*, and *were* in sentence and gave examples of it. The researcher gave students a chance to ask questions about it. Then one of students asked does *you* followed by *were* or *was*. Then the researcher gave explanation and example of it.

After that the researcher wrote the name of students in group on the white board. The researcher and the collaborator had made the group before. Then she asked students to group in their group. Then the break time bell rang. The researcher asked students to have their break time. Nevertheless, there were two groups which insisted to have a discussion. Therefore, the researcher gave the text and worksheet to the two groups. The researcher and the collaborator guided and assisted them in the break time.

The break time was over, all of students came in to the class. The researcher asked students to group in their group. Then she delivered a text



in title “Holiday at Parangtritis Beach” to each students and a worksheet to each group. She asked students’ volunteer to read the text. Many students wanted to read the text. Then she chose a student to read it. The student made mispronunciation of some words. Then the researcher corrected it. After the student finished read the text, she asked all of students to repeat her pronunciation of the correction words. The description of the situation is presented in the following field note.

Sebelumnya R meminta siswa untuk membaca teks sebelum diskusi. Siswa berebut untuk membaca kemudian R menunjuk salah satu dari mereka untuk membaca. Saat siswa membaca dia mengucapkan beberapa kata yang salah pengucapannya, seperti /'pri:vi.ə.sli/ menjadi /'pri:vio.sli/, /ɪg,zæm.i'nei.f<sup>ə</sup> n/ menjadi /eg,zæm.i'nei.f<sup>ə</sup> n/, dan /dɪ'pɑ:tʃ<sup>ə</sup> r / menjadi /de'pɑ:tu<sup>r</sup> /. R membetulkan pengucapan siswa tersebut saat itu. Setelah siswa tersebut selesai membaca, R meminta semua siswa menirukan pembetulan dari pegucapan kata-kata tadi. (Before, R asked students to read the text before they discuss it. Some students wanted to read it, then R asked one of the students to read the text. When he read the text, he made mistaken pronunciation of some words like, /'pri:vi.ə.sli/ became /'pri:vio.sli/, /ɪg,zæm.i'nei.f<sup>ə</sup> n/ became /eg,zæm.i'nei.f<sup>ə</sup> n/, and /dɪ'pɑ:tʃ<sup>ə</sup> r / became /de'pɑ:tu<sup>r</sup> /. R corrected the mistaken pronunciation at the time. After the student finished his reading R asked all of students to repeat her pronunciation of the correction pronunciation.)

Field note 8, Wednesday 6 February 2013

After that, the researcher announced to the students that there would be a reward for the best group which is most active, compact, and good in behaviour. Then she asked students to start working with the text. Because the time was 35 minutes left, the researcher asked students to work the two stages only they were predicting and clarifying. The researcher and the collaborator came to each group to assist them. The students did not ask many questions as they did in the previous. It was 10

minutes left all of students had finished their work. The researcher and collaborator also found some groups had finished their work until summary stage. Then she asked students to write their prediction on the white board. She invited students to discuss it together. She also gave feedback on the students' prediction from its content and its grammar. The researcher found that group 3 made mistaken grammar on their prediction. Their prediction was "The writer holiday at Parangtirtis beach". Then she asked the group to correct their mistaken. They could correct it well. After that, the researcher reviewed her explanation about the use of apostrophe plus s (... 's) to sign the possessive pronoun. Then she gave a chance for students to ask about her explanation. There was no students who asked. Suddenly, the bell rang, the researcher asked students to collect their worksheet. After that she announced that the discussion would be continued in the next meeting. The researcher closed the class by leading a pray and greeting.

## 2. Meeting 2

Meeting 2 was on Friday 8<sup>th</sup> February at 09.30-10.50. On that day, the researcher taught alone. The collaborator had something to do at the time. Therefore the researcher accompanied by the English teacher as observer. In this meeting the researcher focused on applying RT stages and giving feedback to the students. The researcher opened the class by greeting and leading a pray. Then she checked students' attendance. After that she

asked about students' preparedness to study. Students said that they were ready to learn.

After that the researcher asked students to sit with their group. Then she reviewed RT stages by asking students to mention RT stages and explained the activity of RT stages. Then she asked students to prepare the text. Then she delivered a worksheet to each group. She gave students a chance to ask questions before they continued their working. There were no questions relating to the RT of students. They asked about the reward. Then the researcher announced that the reward would be given after the discussion in the next meeting. After that she asked students to continue their worked.

The researcher assisted groups which had not finished their work. She asked to the groups which had done their work to check their discussion result. She also warned them to not be noisy and disturb the groups which still worked. To make sure all of students worked in the discussion, the researcher announced to the groups to not write student's name who did not take a part in discussion.

It had 30 minutes students had the discussion. The researcher saw that all of group had finished their work. Then she asked each group to write their prediction and clarification. She asked students to number their answers based on their group number. She also asked student to write only one of their clarification. After students finished their writing, she invited

them to discuss it. The researcher did not discuss too much the students' prediction, because it had been discussed in the last meeting. Then she invited students to discuss their clarification. She asked each group to explain how they clarified the words that they wrote. The researcher gave feedback on the students' explanation. Sometimes, others group added the group explanation. The one example of students' explanation is presented below.

R bertanya pada setiap kelompok dan meminta kelompok tersebut untuk menjelaskan setiap klarifikasi yang dibuat dan bagaimana mereka menemukan arti kata tersebut. Seperti yang R tanyakan pada kelompok 1 yang mengklarifikasi kata *departure*. Mereka menjelaskan “ *departure* itu artinya *keberangkatan*, pertama kita baca dulu kalimatnya *Miss We planned our departure to go to Parangtritis Beach on Monday until Tuesday* itu kan merencanakan tho Miss apa gitu ke Parangtritis. Kalau rencana kan berarti belum berangkat, jadi kita kira-kira ya *keberangkatan*.” Kemudian R menjawab “Good, pada tambah pinter sekarang.” Kemudian kelompok 3 menambahkan, “Kalau kita inget yang di bandara itu lho Miss kan ada *departure* gitu, di jadwal penerbangan.” R kemudian menjawab, “That’s good, jadi kita juga bisa mengingat atau melihat arti kata dari lingkungan kita, misalnya tadi Farah bilang dia tahu arti *departure* dari dulu pernah liat di bandara, jadi kalian juga bisa perhatikan kalau di kantor pos, Bank, bandara, pokoknya tempat-tempat umum begitu biasanya ada kata-kata berbahasa Inggris, kalian bisa belajar dari situ.” R memberikan feedback dan penjelasan lebih lanjut mengenai klarifikasi yang mereka buat dan cara lain untuk mengklarifikasi kata-kata tersebut. (R asked each of groups to explain how they clarified their words. As she did to group 1 which clarified the word *departure*. They explained, “The translation of *departure* is *keberangkatan*, first we read the sentence *Miss, We planned our departure to go to Parangtritis Beach on Monday until Tuesday*, it is planning something to *parangtritis* Miss. It is planning, so they had not go yet, so we predict it may be *keberangkatan*.” Then R replied “Good, all of you smarter now”. Then group 3 added, “If we remember it is found in airport Miss, we can find the word *departure* in flight schedule.” Then R replied, “That’s good, so we can remember and learn from our surrounding, like Farah said that she knows the translation of the word *departure* because she have ever seen it in airport, so you can also attention some English words in place like post office, bank, airport and the other public places, you can learn from it.” Then R gave feedback on their clarification and explained the other way to clarify a word.)

After the researcher and students discussed students' clarification, the researcher invited students to discuss their questions. Then she asked students to write their questions on the white board. Suddenly the bell rang when the students write their question. Then the researcher asked the students to stop it. She announced that the discussion would be continued in the next meeting. After that, the researcher made evaluation to the activity on that day by asking questions to the students. Then she reviewed RT stages by asking questions to the students. Then, she closed the class by leading a pray and greeting.

### 3. Meeting 3

Meeting 3 was on Monday 11<sup>st</sup> February 2013. It was at 10.00-10.30. At that day the researcher accompanied by the collaborator only, because the English teacher had something to do. In this meeting, the researcher focused on giving feedback on students' discussion result.

The researcher opened the class by greeting and leading a pray. Then she checked students' attendance by calling their name. Then she checked students' preparedness. After that, she delivered students' worksheet. Then she invited students to continue the last discussion. She asked students to write down their questions and summary or conclusion. She asked students to write one question for each group. She asked students to write questions that different with other groups. Therefore, there were no

same questions. After students finished writing, the researcher invited students to discuss it. First, she asked each of groups to explain how they answer the questions. The researcher gave feedback. She asked students to check their friends answer by reading the text. Then she also asked students to correct their mistaken grammar. After that she gave more explanation about the grammar. She also gave students a chance to ask about the grammar. The description of the activity is presented below.

Dari delapan kelompok masih ada 3 kelompok yang membuat kalimat pertanyaan dengan grammar yang salah. R meminta siswa untuk membetulkan penulisan grammar yang salah seperti, *How long the writer stayed at hotel; When the writer have holiday; When they go to Parangtritis beach*. Siswa masih melakukan kesalahan yang sama, padahal sudah berkali-kali dijelaskan. R kemudian meminta siswa untuk membetulkan kalimat mereka. Siswa maju ke depan dan dapat membetulkan kesalahan grammar pada kalimat mereka. Kemudian R memberi komentar, “Nah itu bisa kan, kok tadi salah.” Kemudian salah satu siswa menjawab “hehehe, lupa Miss.” Kemudian R memberi penjelasan kembali dan mengingatkan pada siswa agar tidak lupa. (There were 3 groups of 8 groups which still made mistake on their question sentence. R asked students to correct the sentence which is false like, *How long the writer stayed at hotel; When the writer have holiday; When they go to Parangtritis beach*. Students made the same mistake, whereas they got the explanation about it many times. Then, R asked students to come forward to correct their sentence. They come forward and could correct it. Then R commented “See, you did, how come you made the mistake.” Then one of students said “Hehehe... I forget Miss.” Then R explained again about the use of did and reminded them to not forget it.)

Field note 10 Monday 11 February 2013

After that, the researcher invited students to discuss their summary and conclusion. The researcher gave feedback on the content of students' summary and conclusion. Then she gave feedback on students' mistaken grammar of some sentence. She asked students to come forward to correct their mistaken grammar. She also gave other groups chance to correct the

mistaken grammar when the group could not do it. The researcher guided students to correct it when there were no students who could correct the mistake. The description of the activity is presented below.

R meminta siswa untuk membetulkan grammar dan penulisan kata yang tidak benar seperti pada kalimat, *they feels so very happy and enjoyed they holiday at the time; The writer's go to Paragtritis beach for refreshing and holiday*. Karena sudah berulang kali R menjelaskan tentang bentuk kalimat lampau dan possessive pronoun, R meminta tiap kelompok tersebut untuk membetulkan kalimat yang salah. Dari ketiga kelompok, hanya kelompok 7 yang tidak selesai membetulkan kalimatnya. Kemudian R bertanya kenapa kalimat *they felt so very happy and enjoyed their holiday at the time* masih belum benar?”. Semua siswa diam, kemudian ada yang menjawab, “itu kan udah pakai V2 tho Miss, masih kurang apa.” Kemudian R bertanya lagi, “Ada yang tahu?”. Kemudian siwa menjawab, “Apa tho Miss.” Kemudian R menjelaskan, “Ini awal kalimat hurufnya nggak kapital ya tho, terus kalau udah pakai *so* nggak usah ditambah *very*, karena *so* sama *very* artinya sama.” Kemudian siswa menjawab “oooo gitu Miss, jadi *so* artinya sangat juga.” Kemudian R menjawab “Iya, *You are very beautiful*, sama dengan *You are so beautiful*, dan jangan lupa huruf kapital depan kalimat dan diakhiri dengan titik kalimat itu.” Kemudian R kembali menjelaskan aturan dalam membuat kalimat lampau dan possessive pronoun. (R asked students to correct the mistaken grammar and misspell words like *they feels so very happy and enjoyed they holiday at the time; The writer's go to Paragtritis beach for refreshing and holiday*. The researcher had explained about past tense and possessive pronoun many times, so she asked students to correct their mistake by themselves. From three groups only group 7 which could not correct their mistake. Then R asked why sentence *they felt so very happy and enjoyed their holiday at the time* was false. All of students were silent, then one of students answered “The sentence had used V2, then what is the mistake?”. Then R asked again “Anybody knows, what is the mistake of this sentence?”. Then students answered “What is that Miss?”. Then R explained “Let's see the first letter of this sentence is not capital letter right? then if you had used *so* don't add *very*, because they have same meaning.” Then one of students answered “Oooo.. I see, the meaning of *so* is also *sangat*.” Then R replied, “Good, that's right, the meaning of *You are very beautiful* is same with the meaning of *You are so beautiful*, and don't forget the first letter of sentence is written in capital letter and add dot (.) in the end of sentence.” Then R explained again the rule in creating past sentence and the use of possessive pronoun.)

Field note 10 Monday 11 February 2013

After that, the researcher invited students to make the summary of the text together. Then she gave chance to the students to ask about RT. Then she evaluated the activity at that day by asking some questions to the students. Then she reviewed RT stages by asking students some questions. Suddenly the bell rang. The researcher announced to the students that the next exercise would be done in their assignment book. Therefore in the next meeting she asked students to take their assignment book on their English teacher' desk. Then she announced that on Friday would be held a test. After that, she announced the best group in the discussion. She gave a book and a ballpoint for each students of group 6. Then she closed the class by leading a pray and greeting.

#### 4. Meeting 4

Meeting 4 was on Wednesday 13<sup>rd</sup> February 2013 at 08.30-10.10. At the day the researcher came to the class with the collaborator only. The English teacher had not finished yet her workshop. In this meeting the researcher focused on giving feedback on students exercise.

The researcher opened the class by greeting and leading a pray. Then she checked students' attendance. After that she asked about students' preparedness to study. Then she asked students to prepare their assignment book. After that, the researcher and the collaborator delivered exercise to the students. The exercises were in the form dichotomous and short answer questions. Then she asked students did all of them get the exercise paper or



not. Then she explained how to work with the exercise. She said that students permitted to work with their seatmate only. She also said that students did not permit to use their dictionary. Then she asked students to work.

The researcher and collaborator did not assist the students while they did the exercise. They only gave explanation if the students did not understand of the instruction on the exercise. The bell rang when students had been doing the exercise. The researcher asked students to take break time. Nevertheless, many students stayed in the class and continued their work.

The break time was over and students came to the class. Then the researcher asked student to continue their work. It was 18 minutes left and students had finished their exercise. Then the researcher asked students to write their answer. Many of students want to write their answer. Then the researcher chose some of them to come forward to write their answer. After the students finished write their answer, the researcher invited them to discuss it. She asked students to check the correctness of students answer by reading the text. Then, she gave feedback on the students' answer. She also asked students to correct the mistaken grammar. She asked students to come forward to revise their mistaken grammar. Then she gave more explanation related to the grammar. The description of the activity is presented below.

R meminta siswa untuk maju kedepan untuk menulis jawaban mereka. Setelah siswa selesai menulis, R mengajak siswa untuk membahas bersama-sama. Dari semua jawaban tidak ada jawaban yang salah dan grammar yang keliru. R hanya menemukan satu jawaban yang menggunakan pronoun yang salah seperti, *The writer and his friends enjoyed our holiday at the time*. Kemudian R meminta siswa yang menulis jawaban tersebut untuk membetulkannya. Kemudian R mereview tentang pronoun lagi. Setelah itu R bertanya apakah siswa mengalami kesulitan dalam mengerjakan. Kemudian siswa menjawab tidak. (R asked students to come forward to write their answer. After that, R invited students to discuss it together. From all answers, it was not found false answer and mistaken grammar. R only found one answer which used the wrong pronoun like, *The writer and his friends enjoyed our holiday at the time*. Then R asked students who did it to correct it. Then R reviewed about pronoun. Then she asked did students find difficulties or not in doing the exercise. Then students answered no.)

Field note 11, Wednesday 13 February 2013

After that, the researcher asked students difficulties in doing the task. Students said that they did not find difficulty in doing it. Then the researcher invited students to evaluate their activity at the day by asking some questions. Then she reminded students that the next meeting would be held a test. Then the researcher explained that the test is related to recount text. She added that the test was in the form of multiple choices, and there were 40 questions. She also told the rule of test that was minus point 3 for students who cheat and minus point 5 for students who share her/his answer to their friends. After that she gave a chance for students to ask question relate to the test. One student asked did the test include in filling the table or not. Then the researcher explained about it. After that, she closed the class by leading a pray and greeting.

### c. Reflection of Cycle III

#### a) Holding a Team Teaching

The researcher was helped by the collaborator in taking actions. She helped in handling, assisting, and guidance students while they were discussing. Sometimes the collaborator helped the researcher in condition the students. In the Cycle III the team teaching still useful, but it was not the most important to do. Most students could work by themselves. Students did not need guidance as much as they needed in the previous. Even, the researcher could handle students well when the collaborator could not come in the second meeting. Even though, the team teaching was still really helpful for the researcher until the last actions.

#### b) Applying the RT stages

In Cycle III students did not find difficulty in applying RT stages. Students had already known what they had to do. They also did not ask many questions. They were looked more confident in applying RT stages. Even in the first meeting, some groups finished their discussion whereas the researcher asked them to work in prediction and question stage only. The researcher saw that usually student did not finish doing four stages in one meeting. The statement is supported by interview transcript below.

- |   |   |
|---|---|
| R | : Menurutmu gimana thu tadi anak-anak? aku liat anak-anak udah bisa dan benar-benar menikmati diskusi. (What do you think about students' work today? I see that they were able to apply RT, and enjoyed the discussion.) |
| C | : Ya aku liat juga gitu ini perkembangan yang bagus, anak-anak udah tahu mereka musthi ngapain mereka udah paham. Mereka juga antusias thu. Tadi udah ada beberapa kelompok yang diskusinya sudah sampai                  |

summary, padahal tadi cuma diminta sampai clarifying dulu. (Yes I see, it's good improvement, students had understood what they had to do. They also were enthusiastic in working. I saw some of groups had finished until summary stage, whereas we asked them to work until clarifying in that meeting.)

Interview 13, Wednesday, 6 February 2013

The statement also supported by the interview transcript between the researcher and students. Here it is.

- R : Kemarin itu kalian belajar memahami teks pakai RT sambil diskusi itu gimana? (What do you think about our lesson yesterday, when we comprehended a text using RT?)
- F : Asyik mbak. (It was fun.)
- K : Ya mbak seru. (Yes, it was cool.)
- BA : Rame mbak hahahah. (It was interesting.)
- Y : Kalau aku enak cie mbak. (I enjoyed it.)
- R : Kalau kamu Bismo? (How about you Bismo.)
- BO : Siip mbak. (It was great.)
- R : Kalian kesulitan tidak pas menggunakan RT? (Do you find difficulty in applying RT?)
- K : Nggak cie mbak, udah donk sekarang. (No, I don't, I had understood now.)
- BA : Enak kok mbak, nggak susah. (It is enjoyable, it is not difficult.)
- R : Kalian percaya diri nggak pas membaca menggunakan RT? (Are you confident when you are applying RT?)
- A : Percaya diri lah mbak. (Sure I am.)
- Y : PD-PD aja cie mbak. (I am confident absolutely.)
- BA : Udah mantep kalau ngerjain. (I had been sure in applying that.)
- BO : Udah PD mbak. (I had been confident.)
- I : Kalau aku PD mbak, dari pertama juga udah PD. (I am confident, from the first I had been confident.)
- S : HUUU... sombong. (HUUU...how arrogant you are.)
- R : Kalau RT sendiri cukup membantu kalian tidak dalam memahami teks? (Does RT help you in comprehending a text?)
- F : Membantu mbak. (It helps.)
- A : Iya jadi gampang memahaminya. (It makes me easy in comprehend a text.)
- I : Lebih donk kalau mbaca teks mbak. (It is easier for me in understanding a text.)
- Y : Jadi enak aja mbak. (It makes the reading activity be more enjoyable.)

Interview 16, 19 February 2013

Seeing that we can see that by RT helped students in comprehending the text. Students also became more motivate in joining the reading activity. They felt that the activity was enjoyable. The statement is supported by interview transcript below.

<p>R : Kalau RT memotivasi kalian tidak dalam belajar memahami teks? (Does RT motivate you in comprehending a text?)</p> <p>BO : Ya mbak jadi semangat. (Yes Miss, I become more enthusiastic.)</p> <p>A : Jadi asyik mbak bareng-bareng gitu. (Yes, it made the learning process interesting when we could share.)</p> <p style="text-align: right;">Interview 16, 19 February 2013</p>
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Although students said that RT helps and motivates them, some of them sometimes still confused in creating summary. It is supported by interview transcript below.

<p>R : RT memotivasi kamu nggak dalam belajar memahami tesk? (Does RT motivate you in comprehending a text?)</p> <p>A : Lebih semangat mbak. (I am more enthusiastic.)</p> <p>R : Kalau teknik dari RT sendiri cukup membantu kamu nggak dalam memahami tesk? (Do RT reading techniques help you in comprehending a text?)</p> <p>A : Membantu. (They help.)</p> <p>R : Kamu kesulitan nggak pas memakai teknik itu? (Do you find difficulties when you apply those techniques?)</p> <p>A : Nggak cie mbak cuma, yang summarizing itu mbak kadang masih bingung. (No I don't, but sometimes I confuse in creating summary.)</p> <p>R : Bingung gimana? (What do you mean of your confusion?)</p> <p>A : Iya bingung bikin kalimatnya, kalau bahasa Indonesianya aku mudenk. (I confuse how to creat the sentence, I only know it in Indonesian.)</p> <p>R : Kalau cari main idea dari paragraph gitu bisa kan? (How about finding main idea, you can do it?)</p> <p>A : Kalau itu bisa, (Yes, I can.)</p> <p>R : Kemarin sudah dijelaskan berkali-kali itu kok nggak tanya aja? (I had explained it many times, why don't you ask to me?)</p> <p>A : Kalau pas dijelasin gitu mudenk aku mbak, tapi kalau textnya beda</p>
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lagi jadi suka bingung. (When you explained I could understand it, but when the text is new, I confuse sometimes.)

R : Emm gitu, Kalau pakai RT kamu PD nggak? (Yes I see, Are you confident when you are applying RT?)

A : Lumayan mbak. (Yes I am quite confident.)

Interview 15, Tuesday, 19 February 2013

The researcher saw that most students did not find difficulties in applying the RT stages. She only found that students still made mistake on grammar. The researcher gave feedback on students' grammar in class discussion, because she won't break students' concentration when they got group discussion.

#### c) Applying the RT activity

Students did not find difficulties in taking discussion with their group. They enjoyed the discussion, but some of them did not enjoy it. It was caused by their different opinions. It made them difficult in finding the agreement. The statement is supported by the following interview transcript.

R : Kalau diskusinya sendiri gimana. (What do you think about the discussion?)

F : Kalau aku enak banget mbak kelompokku asyik. (I enjoy it, my group is cool.)

I : Enak mbak kan bisa saling membantu gitu. (It is enjoyable, we can help each other.)

A : Kalau aku sulit e mbak. (I got difficulty.)

R : Sulit gimana. (What difficulty do you mean?)

A : Lha beda-beda e mba mikirnya jadi suka sulit gitu mbak. (We had different thinking way, so it became difficult.)

R : Jadi tergantung anggota kelompoknya juga ya? (So, do you mean it depend on the member of the group.)

Y : Iya mbak. (Yes, that's right.)

Interview 16, 19 February 2013

The researcher saw that students more motivate in work in the group discussion. Even some groups prefer doing discussion than had a break in their break time. The statement is supported by field note which is presented below.

Bel istirahat berbunyi, R mengumumkan diskusi akan dimulai setelah istirahat. Kemudian salah satu kelompok bertanya “Miss kalau yang mau diskusi sekarang boleh kan?”, dan R menjawab “ Iya boleh, tapi bener ne nggak mau istirahat.” Kemudian siswa tersebut menjawab, “Nggak ah Miss.” Kemudian R menjawab, “tetap saya dampingi lho ya”. Kemudian kelompok lain bertanya, “Miss kelompokku juga diskusi sekarang aja Miss.” R menjawab, “Oke kalau gitu. “ Kemudian R membagikan tesk dan lembar kerja pada kelompok tersebut. R dan C mendampingi kelompok tersebut selama jam istirahat. (Break time bell rang, R announced that the discussion would start after students had a break. Then, one of groups asked, “Miss, may us discuss now?”, and R replied, “It’s oke, but are you sure don’t want have a break first.” Then the student answered, “We won’t.” Then R replied, “I will assist you okay.” Then another group asked,” Miss, our group also want to discuss now.” Then R replied, “Okay.” Then R delivered a text and a worksheet for them. R and C assisted them while they were discussing in break time.)

Field note 8, Wednesday 6 February 2013

d) Giving Students a Chance to Share their Result of Discussion

The researcher asked each of groups to come forward to report their result discussion. She invited students to tell how they worked. She also gave feedback on students work. The activity did as class discussion. Students were active in this activity. The researcher did not need to call their group to come forward. They seemed more confident.

e) Previewing RT Stages in the First and the End of the Discussion

The researcher previewed the RT stages by asking some questions to the students. Most students responded the researcher questions. They

could answer the questions correctly. Some of them also asked question to the researcher.

f) Giving a Reward to the Best Group

A reward was given to the group which work compactly, actively, and good in behaviour. Students were enthusiastic to get the reward. It seemed from their behaviour and work. Most students were active and compact. They also did not disturb other groups. In the class discussion, students were also enthusiastic to come forward to report their work. It meant that the reward was successful to increase students' motivation and decrease students' misbehaviour. The statement is supported by the following interview transcript.

- |    |   |
|----|---|
| R  | : Ooohhh gitu kalau dengan reward kemarin yang saya kasih memotivasi kalian nggak? (Oooh.. I see, How is about the reward, does it motivate you?)   |
| K  | : Ya mbak. (Yes, sis.)  |
| A  | : Bikin semangat mbak. (It made me become enthusiastic in work.)  |
| F  | : Jadi semangat mbak, tapi kelompokku nggak dapet e mbak. Kan kelompokku itu kompak lho mbak. (It made me more enthusiastic, but my group did get the reward, my group was compact wasn't.) |
| Y  | : Ya mbak kelompokku juga kompak. (Yes Miss, my group was also compact.)  |
| R  | : Ya kan saya pilih yang paling kompak selama proses diskusi gitu. Kal kamu gas? (Yes I see, but I choose group which was most compact during the discussion.) How about you, Gas?          |
| BA | : Aku semangat lah mbak, itu baru sekali lho mbak aku dapet hadiah kayak gitu. (Of course, I am enthusiastic Miss, it is my first time to get a reward like that.)                          |

Interview 16,19 February 2013



#### d. Summary of Reflection of Cycle III

After conducting actions of Cycle III, the researcher made reflection to the actions. The reflection was created based on the observation, interview with the English teacher as observer, interview with the researcher's colleague as the collaborator, and interview with students. It was done to fulfil the democratic validity and dialogic validity. The discussion was done to find the weakness of the actions and to plan the next actions. Based on the discussion, it was found that the actions had improved students' motivation. The students' reading comprehension also improved. Most students could apply RT stages. The statement is supported by interview transcript below.

- R : Ini mau tanya gimana menurut ibu implementasi kemarin? (What do you think of the last implementation?)  
 T : Sudah ada perkembangan mbak, udah lebih baik dari sebelumnya. (I see, it had improved.)  
 R : Kalau motivasi siswa sendiri gimana menurut Ibu? (What do you think about students' motivation?)  
 T : Udah bagus cie mbak motivasinya, cuma beberapa aja yang masih ngobrol pas diskusi. (It is good, but yesterday I found some students chatted with their friends.)  
 R : Ooo... itu kemarin beberapa kelompok sudah pada selesai Bu diskusinya jadi pada ngobrol, kemarin cuma saya bilang jangan keras-keras ngobrolnya nanti mengganggu yang masih mengerjakan. (Ooo.. yesterday some of groups had finished their discussion, I told them to not be noisy and to not disturb their friends who still worked.)  
 T : Ooo... gitu. (Ooo.. I see.)  
 R : Iya Bu, kalau menurut ibu bagaimana interaksi antar siswa? (Then, what do you think about the interaction among the students?)  
 T : Sudah bagus kok mbak. (It was good.)  
 R : Kalau interaksi saya dan siswa sendiri Bu gimana?(Then what do you think about interaction between the teacher and students?)  
 T : Mbak udah bagus kok. (You are good.)  
 R : Berarti kalau ini dijadikan cycle terakhir gimana Bu? (What do you think if this cycle becomes the last cycle?)

T : Iya nggak papa, siswa juga saya lihat sudah pada bisa. (It's not a problem, I see that most of students could comprehend the text well using RT.)

Interview 14, Saturday 9 February 2013

The collaborator also agreed with the researcher and the English teacher opinion. She also agreed that the actions were enough, because there was improvement on students' motivation and reading comprehension.

R : Oke. Besuk kan lanjut diskusi lagi ne terus kalau abis itu kan latihan soalnya dijadikan tugas aja gimana, terus post-test. Udah ada perkembangan juga kok. (Okay, next the discussion will be continued, then what do you think if the exercise is used as an assignment, then we hold post-test. I see there is improvement.)

C : Gitu juga nggak papa, siswa udah menunjukkan perubahan kok, udah pada termotivasi dan sebagian besar udah bisa pakai RT tanpa bimbingan kita. Kalau masalah rame, mereka itu emang kerjanya gitu harus pake rame dan gojek, jadi nggak bisa serius. Kalau besok aku nggak bisa ikut ne kayaknya. (It's okay, students had improved, they become more motivated, and most of them could apply RT stages without guidance. Then if they were noisy, it's their way in work, they could not be serious in work. Next, maybe I cannot come to school.)

R : Ya udah kal gitu aku sama T aja, sekalian minta masukan lagi ini tentang rencana kita buat stop. (It's okay, the English teacher will accompany me, I also want to ask her advice about our planning to stop the actions.)

Interview 13, Wednesday, 6 February 2013

To see strengthen the researcher, English teacher and collaborator findings that students reading comprehension had improved. It would be done post-test. The test was multiple choice tests. It was consist of 40 questions. The test would be done in 70 minutes.

### C. Students' Score

In this part, the researcher discusses the score of students' reading comprehension. A test had been done before and after the actions. The score result

of the pre-test and post-test was compared of its mean to see the improvement of students' reading comprehension score. The t-test was used to analyse the mean score. The t-test analysis was done by SPSS 1.6 program. The researcher presents the finding on the following table.

**Table 2: The result of the t-test for equality pre-test and post-test**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-1.67188	1.41198	.24961	-2.18095	-1.16280	-6.698	31	.000

It shows that the improvement of students score was significant. It can be seen from data significance which is not more than 0.05 ( $P < 0.05$ ). The table also showed that the mean of students' reading comprehension score increased 1.67. The following table described it clearer.

**Table 3: The comparison of pre-test and post-test mean**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	4.6328	32	1.41988	.25100
	posttest	6.3047	32	1.31329	.23216

The table shows that mean of students score in pre-test was 4.63. Meanwhile the mean of students score in post-test was 6.30. It means that the

mean of students' score of reading test increased from 4.63 to 6.30. The increase of the mean of students' score of reading comprehension showed that reading comprehension of students had improved.

#### **D. Research Findings**

In this part, the researcher discussed the findings based on the discussion of each Cycle I, Cycle II, and Cycle III. The findings consist of qualitative data and quantitative data. The qualitative data consist of the general findings of the actions, while the quantitative data is the students' reading score. The following are the qualitative data of the study.

First, RT is believed to improve students' misbehaviour in the class. Implementing group discussion in the class encouraged students to take role in the discussion. It allowed students to speak and move freely. The discussion encouraged students to be active in the learning activity. It decreased students' misbehaviour like chatting, drawing, and operating hand phone.

Second, RT is believed to improve students' motivation. The discussion activity made students more confident in comprehending the text. They did not feel that the reading activity was difficult to do, because they shared with their friends and helped each other. The reading strategies of RT also helped students. Students felt that it was easier to comprehend the text using RT. It made them more motivated in reading activity.

Third, RT is believed to improve interaction in the class. The activity of RT itself is group discussion. The activity allowed students to interact with their

friend. They needed to interact with their friend to make agreement. It also improved interaction between the teacher and the students. The teacher interacted closely with the students when she gave guidance and assistance during the discussion activity.

Fourth, RT is believed to improve the students' reading comprehension. Previously, students found many difficulties in comprehending the text. Students read the text only by translating it, but now they did not need to do that. They were able to predict the text, guess the meaning of words, use questions to find important and details information, find main idea, and make conclusion or summary of the text using RT. They could comprehend a text better than they did before.

However, there were some problems which emerged on the implementation. First, the teacher should give clear explanation and many of examples to make students understand to the RT stages. Second, the teacher should give maximal guidance and assistance during the group discussion. The last the teacher should manage the class well, in order that the activity run well. The summary of findings is presented in the following table.

**Table 4: The description of the findings during the action**

No.	Pre-condition	Cycle I	Cycle II	Cycle III
1	Students were not enthusiastic in reading activity, and some students did other	Some students did not enthusiastic in applying RT in discussion activity, they did	Most students were active in applying RT and joining discussion activity, but	Most students were enthusiastic and active in applying RT by discussion

	activities like drawing, chatting, and operating hand phone.	the discussion if the teacher assisted them.	some of them were too noisy in work.	activity, they also did not noisy while they were discussing.
2.	Most students got difficulty in meaning difficult words.	Some students could practise clarifying of RT stages in meaning difficult words.	Most of students could practise clarifying in meaning difficult words, but some of them still meaning the difficult words in wrong meaning.	Most students could practice clarifying in meaning the difficult words.
3.	Students got difficulties in finding main idea.	Only few of students could find main idea of a paragraph. (one of the activity in summarizing stage)	Some students could find main idea of a paragraph. (one of the activity in summarizing stage)	Most of students could find main idea of a paragraph. (one of the activity in summarizing stage)
4.	Students were not confident of their reading comprehension.	Students were confident enough of their reading comprehension.	Students were confidence of their reading comprehension.	Students were confidence of their reading comprehension.
5.	Students were not familiar to reading strategies.	Students knew reading strategies (predicting, clarifying, and questioning) and some of them could practice although they were not confident enough in practice those reading techniques.	Most of students could practice the reading strategies (predicting, clarifying, and questioning) although some of them were still not confidence in practice it.	Most of students could practice the reading strategies (predicting, clarifying, and questioning) and most of them were confidence in practice it.
6.	Students did not enjoy the reading activity	Students felt free and enjoyed the reading activity.	Students felt free and enjoyed the reading activity.	Students felt free and enjoyed the reading activity.

7.	Students interacted only with their close friends in the learning process.	Students willed to interact not only with their close friends in the learning process.	Students interacted with friends of different gender, although some students refuse to do it in the learning process.	Most students did not strain to interact with friends of different gender in the learning process.
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## E. Discussion

The research was focus on improving students' reading comprehension using RT. The findings showed that RT was sucessful in improving students' reading comprehension of grade VIIIB students of SMP N 13 Yogyakarta. The researcher conducted the actions in three cycles. She asked students to work in group in applying RT stages. This activity allowed students to work together and share their idea. Based on the finding, it helped students in comprehending the text as it is proved by Notably, Fall, Webb, and Chudowsky (2000) in their research.

Conducting RT also gave all students chance to be active and take their role in the learning process in practice reading comprehension. Therefore, all of students were free to learn and had a chance to practise their reading comprehension. This finding was in the line with Biggs et al. in Cooper and Greive (2009: 47).

Using RT students became more motivated in the reading activity, because they could work together with their friends. It made them felt not pressure of the activity. It also improved students' interaction in the class. Students had to socialize with their friend in the learning process. Furthermore, the activity also

focused on students' attention on having discussion with their friends. It meant that RT could decrease the students' undesirable behaviour. Those findings were in the line with Marzano in Omari and Weshah (2010:30).

Implementing RT helped students in comprehending a text. The reading strategies facilitated students in finding the details or important information, the meaning of the difficult words, the main idea of the text, the topic of the text, and the content of the text. Students could comprehend the text better than they did before after they applied the reading strategies. It meant that the reading strategies of RT was helpful in improving students reading comprehension as it is stated by Janzen in Richards and Renandya (2002: 287-288).

However some students were too noisy when they had discussion group. Other groups complained of this situation, because it disturbed their concentration. Furthermore, some students were passive in the class discussion. It caused of some factors. Students said that they were not confident enough to present their discussion result. They also were not confident enough to their answer correctness. They were afraid of making mistakes. To solve the problems the researcher conducted a new action that could overcome them in one action. Then, the researcher gave a reward to the best group which could work compactly, actively, and have good behaviour.



## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

The research findings and the discussion in the Chapter IV showed that reading comprehension of Grade VIIIB students of SMP N 13 Yogyakarta improved through the use of reciprocal teaching (RT). The actions were carried out of three cycles. In Cycle I the activity was focus on introducing RT to the students. The activity included in explaining about RT; modelling in applying RT; giving example of applying RT; inviting students to apply RT; asking students applying RT through group discussion; giving feedback on students result discussion through discussion class; giving feedback on students' grammar and pronunciation; reviewing RT before and after the discussion activity; and giving students exercises.

In the Cycle II, the activities were asking students to apply RT through group discussion; giving students more assistance by holding a team teaching; giving feedback on students result discussion through class discussion; giving feedback on students' grammar and pronunciation; reviewing RT before and after the discussion activity; and giving students exercises. Meanwhile, the activity of Cycle III were asking students to apply RT through group discussion; giving students more assistance by holding a team teaching; giving feedback on students result discussion through discussion class; giving feedback on students' grammar and pronunciation; reviewing RT before and after the discussion activity; giving

students exercises; and giving a reward to the best group. All these activity could improve students' reading comprehension. It was also supported by students' score of reading comprehension. The students mean score was increase from 4.63 to 6.30. Beside that there were others aspect of students that also changed after the actions. They are:

1. Students' attitude towards reading comprehension

Students had changed their perception of reading comprehension. Based on the interview they said that learning English especially reading comprehension was fun. They added that they became more motivated in learning, because they did not felt difficult in comprehending a text.

2. Students motivation towards reading activity

Students became more enthusiastic in joining reading activity. Even some of them did their discussion in break time although other groups had a break. They were active in taking role of group discussion and class discussion. Even they scrambled to come forward to write their answer. They said that reciprocal teaching helped them in comprehending the text, so that they became more motivated in reading the text. Moreover, the discussion group allowed students to share their idea. Students helped each other in working with the text.

3. Students knowledge of reading strategies

Students became familiar of reading strategies (predicting, clarifying, and questioning). They said that they did not find many difficulties in reading comprehension. They felt that reading strategies of RT helped them.

#### 4. Students behaviour in the class

Most students were active in reading activity. There were no students who chatted with their friends, operated their mobile phone or drew as long as the teaching learning process. They were busy in their discussion activity.

#### 5. Interaction among the students

Previously students only interact with their close friends when they worked in group. Now, students had kindness to have discussing with any of students. Furthermore they did not reject to have discussion with students in mix gender.

Beside that there were also changes that happened on the researcher and the collaborator behaviour. They are as follows.

##### 1. The collaborator behaviour

The collaborator had an experience of conducting an actions research. She also had experience in handling misbehaviour students. She had learnt how to manage the students. She will improve her competency to be a good teacher in the future.

##### 2. The researcher behaviour

After doing this research, the researcher had knowledge in teaching students, especially teaching reading comprehension. The researcher realised that preparation was very important to do. Therefore, she learnt how to apply RT first before she explained and modelled it to the students. She also understood that adapting to the students character is must to do. We cannot ask students to go in our rule. She had learnt how to be patient of students' misbehaviour and to manage them. She also learnt that building students' confident is very important.

## **B. Implications**

The research findings showed that reading comprehension of grade VIII B students of SMP N 13 Yogyakarta improved. The improvement reached after conducting actions as long as teaching learning process. The activities are, introducing RT, giving explanation of RT, modelling in applying RT, holding a team teaching; giving feedback on students result discussion through the class discussion; giving feedback on students' grammar and pronunciation; reviewing RT before and after the discussion activity; giving students exercises; and giving a reward to the best group. By those activities students had better reading comprehension. They also enjoyed in applying the reciprocal teaching. They felt that it helped them. They became more motivated in reading a text.

From the finding above the implication of the study are as follows.

1. The use of RT was effective in increasing the interaction among the students and between students and the teacher. It allowed the interaction among the students by holding the discussion group. It also allowed the interaction between the teacher and the students by holding a class discussion.
2. The use of predicting was effective in helping students to guess the content of the text. It allowed students to predict what the content of the text by reading the title or reading of some clue words of the text.
3. The use of clarifying strategies was effective in helping students to guess the meaning. It allowed students to guess the meaning of the difficult words of the text by reading the precede sentence or the following sentence.

4. The use of question generating was effective to find the importance information of the text. It allowed students to find the important or details information of the text by creating questions to the text.
5. The use of summarizing was effective to find the content of the text. It allowed students to find main idea of each paragraph and find the information or content of the text.
6. Holding a team teaching was effective in handling many discussion groups. It allowed students to get more assistance and guidance in applying RT.
7. Giving reward to the best group was effective to increase students' motivation and decrease students' misbehaviour. It made students more motivated in reading activity. They competed for the rewards. Furthermore, it made students worked more seriously in the discussion and they did not disturb other groups.

### **C. Suggestions**

Based on the conclusions and implications above, some suggestions will be directed to the students, the English teacher, and other researchers.

#### **1. To the students**

The students should practise the reading comprehension more. It can give students more knowledge. It also can enrich their vocabulary.

Students should apply the RT when they read a text. They can do it together with their friends. They can also ask help from their teacher if they find difficulties.

## 2. To the English teacher

The English teacher should be more creative in choosing the activity. She should know what students need to improve students' weakness. If she wants to use RT, she should consider on the situation of the class so that she can manage the class well. She also should consider on the topic of the text that will influence students' motivation in reading.

## 3. To the other researchers

The other researchers who want to do the research using RT should understand the RT first. They should able to apply RT stages before they explain it to the students. She also should give clear explanation, example, and model to the students.

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# APPENDICES

# **APPENDIX A:**

# **FIELD NOTES**

## FIELD NOTES

### Field note 1

**No : FN01**

**Hari/tgl : Jumat, 18 Januari 2013**

**Waktu : 09.30-10.40**

**Tempat : Ruang kelas VIII B**

P dan T masuk kelas, saat itu anak-anak sedang gaduh dan beberapa anak masih diluar kelas. Lalu T meminta anak-anak yang berada di luar kelas untuk segera masuk. Kemudian T memulai kelas dengan menanyakan keadaan siswa, berdoa dan mengecek kehadiran siswa. T memulai pelajaran narrative dengan bertanya dulu kepada anak-anak, apakah siswa pernah dengar tentang text narrative dan contohya apa saja. Beberapa anak menjawab dengan benar. Kemudian T menjelaskan susunan, ciri-ciri, dan tujuan dari narrative text kepada siswa. T sesekali bertanya apakah siswa memiliki pertanyaan dan masih bingung dengan penjelasan yang disampaikan oleh T. Sebagian besar siswa memperhatikan namun ada juga yang mengobrol dengan siswa lain. Setelah T selesai menjelaskan tentang narrative text, siswa mencatat materi yang T sampaikan tadi. T bertanya apakah siswa sudah selesai mencatat dan siswa menjawab belum, maka T menunggu 5 menit. Kemudian setelah siswa selesai mencatat, T membagikan text yang diikuti dengan pertanyaan singkat tentang text kepada siswa. Kemudian T bertanya judul text. Hanya beberapa siswa yang menjawab. Kemudian T kembali bertanya nama bagian-bagian dari tesk tersebut dan dijawab oleh beberapa siswa. Kemudian T meminta siswa untuk membaca tesk dan mencari kata-kata sulit yang ada pada text. Saat siswa diminta membaca tesk beberapa mereka mengobrol dan tidak membaca tesk dan melakukan hal lain seperti menggambar. Kemudian T menegur siswa-siswa tersebut, dan siswa kembali membaca. Lalu T meminta siswa maju ke depan dan menuliskan satu kata sulit. Siswa maju ke depan dan menuliskan kata-kata sulit yang mereka temukan di papan tulis. Siswa menulis hampir semua kata yang ada di dalam tesk. Untuk selanjutnya T menunjuk siswa untuk menulis satu kata sulit. Selanjutnya T kembali menunjukkan siswa untuk menuliskan setiap arti kata dari kata sulit yang siswa tulis di papan tulis tadi. Satu anak diminta mengartikan satu kata. Saat ada siswa yang salah mengartikan T mengajak siswa untuk mengecek bersama-sama arti kata tersebut dengan melihat konteks yang ada pada teks dan melihat arti lain pada kamus yang sesuai dengan konteks pada text pada kamus siswa. Setelah siswa selesai mengartikan kata. T meminta siswa untuk mencatat kata-kata tadi. Siswa mencatat sambil mengobrol dan bercanda dengan teman mereka. Beberapa menit kemudian T bertanya apakah siswa sudah selesai mencatat. Beberapa siswa menjawab belum, maka T

menunggu beberapa menit lagi. Setelah siswa selesai mencatat T meminta siswa mengerjakan soal. Siswa mengerjakan soal sambil mengobrol dan bercanda dengan teman-teman mereka. Siswa mengerjakan sambil membuka kamus dan kamus elektronik seperti Alfabeta dan hand phone untuk mengetahui kata-kata sulit. T berkeliling kelas untuk melihat bagaimana siswa mengerjakan latihan soal. T juga membantu siswa yang bertanya. Beberapa menit kemudian T bertanya apakah siswa sudah selesai mengerjakan soal dan beberapa menjawab belum. Setelah semua siswa selesai mengerjakan, T menunjuk satu per satu siswa untuk menuliskan jawaban mereka di papan tulis. Kemudian T mengajak siswa untuk membahas jawaban mereka. Jika ada jawaban yang tidak sesuai T mengajak siswa untuk membaca kembali teks dan mencari jawabannya bersama-sama. T juga memberi koreksi pada grammar yang salah. Setelah itu T menyimpulkan apa yang dipelajari hari itu dengan bertanya pada siswa. Namun hanya sedikit siswa yang menjawab. Kemudian T mengevaluasi pelajaran dengan bertanya kesulitan siswa dalam mempelajari narrative text. Siswa menjawab bahwa mereka tidak ada kesulitan dalam mempelajari materi tersebut. Kemudian T menutup pelajaran dengan berdoa dan mengucapkan salam. Siswa keluar kelas sambil bersalaman dengan T.

## **Field note 2**

**No : FN02**

**Hari/tgl : Senin, 21 Januari 2013**

**Waktu : 10.00-10.40**

**Tempat : Ruang kelas VIII B**

P sampai di sekolah jam 09.18 WIB. Saat P datang ke ruang guru T sedang mengajar, jadi P menunggu sampai jam istirahat. Setelah jam istirahat P menemui T di ruang guru. P membicarakan tentang apa yang akan dilakukan di kelas nanti dan memberikan RPP dan lembar observasi. P meminta T untuk menjadi observer. Setelah bel masuk berbunyi P dan T menuju kelas. Saat itu semua siswa sudah berada di dalam kelas. P langsung membuka kelas dengan mengucapkan salam dan menyapa atau menanyakan keadaan siswa. P menyampaikan bahwa P akan mengajar siswa tentang reading comprehension. Setelah perkenalan dan menyampaikan maksud, P menjelaskan recount text kepada siswa. Siswa sudah pernah belajar recount text pada semester 1 jadi saat P mengulas tentang recount text siswa sudah paham dan menanggapi dengan jawaban benar. R mengulas recount teks dengan bertanya pada siswa “Kalian tahu recount teks?”, siswa menjawab “tahu miz”. Lalu P bertanya “apa itu recount teks” dan beberapa menjawab “itu teks yang menceritakan pengalaman itu miss” yang lain menambah “textnya tentang cerita atau pengalaman di masa lalu”. Setelah itu R juga bertanya mengenai generic structure dan ciri-ciri dari recount teks. Semua siswa menjawab dengan jawaban yang benar dan P menuliskan jawaban siswa

saat siswa menjawab. Kemudian P kembali meminta siswa untuk menjelaskan isi dari setiap bagian recount text. Siswa menjawab secara bersama-sama. Setelah itu R menanyakan apakah siswa sudah paham dengan recount tesk, semua menjawab “sudah” dan ada yang menambahkan “iya udah miss, semester kemarin udah diajarin. Setelah itu P mengenalkan reciprocal teaching pada siswa dengan bertanya “ Hari ini kita kan belajar tentang reciprocal teaching, have you ever heard about reciprocal teaching?” dan siswa menjawab belum. Siswa tampak antusias dan bertanya “apa itu miss”. P menjelaskan tentang reciprocal teaching dan tahapan-tahapan pada reciprocal teaching mulai dari predicting, clarifying, questioning, dan summarizing. P menjelaskan satu persatu tahapan tadi beserta cara praktik dan memberi contoh kepada siswa. Siswa merespon dengan baik dan berusaha memahami, meskipun ada beberapa yang diam. P memberi contoh sebuah judul “Bad holiday”, P mengajak siswa memprediksi tesk tersebut dari judulnya. Beberapa siswa menjawab “Liburan Miss”. R menjawab “good, ada jawaban lain lagi?”, dan salah satu siswa menjawab “itu tentang liburan yang tidak menyenangkan miss”. Kemudian R menulis kembali beberapa judul tesk seperti “My First Experience to Have Takbiran”, “My Bad Day”, “Basketball Tournament”, kemudian R meminta siswa memprediksi isi tesk dengan judul-judul tersebut. Beberapa siswa menjawab dan jawaban mereka benar. Kemudian R juga menulis beberapa clue words seperti, “trip, vacation, unhappy, and tried”, kemudian R meminta siswa untuk menentukan topic yang dapat disimpulkan dari kata-kata tersebut. Siswa menjawab “ Itu nanti tentang liburan miss” dan R menjawab ada jawaban yang lebih tepat lagi dan salah satu siswa menjawab “liburannya tidak membuat senang miss” dan R menjawab “ good”. Kemudian R memberi feedback “dari clue vocabulary dalam tesk dapat diketahui tesk berisi tentang liburan yang tidak menyenangkan. Kemudian R memberi beberapa clue seperti “fishing, lake, happy, big fish”. R meminta siswa memperkirakan tesk berisi tentang apa jika cluenya seperti itu. Salah satu siswa menjawab “pasti mincing itu miss”, salah satu siswa lagi menambahkan “mincing dapat ikan besar miss”. R menjawab “great, semuanya benar lebih tepatnya clue tersebut menggambarkan tesk berisi tentang memancing yang menyenangkan karena dapat ikan besar. Kemudian P bertanya apakah siswa ada pertanyaan mengenai tahapan predicting dan siswa menjawab tidak. Kemudian P kembali melanjutkan tahapan clarifying. P juga mencontohkan cara mengklarifikasi dengan melihat konteks bacaan dan memberi contoh clue yang dapat membantu siswa seperti tanda petik (‘) yang terdapat dalam bacaan, tanda koma (,) dalam kalimat, kata yang dicetak miring atau tebal, kata-kata dalam kurung, kata-kata seperti such as, or, dan like” yang dapat membantu siswa dalam mencari arti. P juga memberi contoh seperti “Footbaall, or soccer as it’s sometimes called, is very popular in Indonesia”. Setelah memberi beberapa contoh lain P kembali bertanya “ sudah jelas belum, ada yang mau ditanyakan” dan siswa menjawab “ nggak miss”. Kemudian R memberi contoh untuk mencari rujukan dari referent dengan kalimat “Bagas is one of 8B students, he is very clever and handsome”. R memberi penjelasan bahwa “he” merujuk pada “Bagas”. Kemudian R bertanya “ ada yang mau ditanyakan pada bagian ini”, dan siswa menjawab “tidak miss”. Kemudian P melanjutkan ke tahapan Question Generating. R bertanya “ Do you know question

sentence “, semua menjawab tahu. Kemudian R meminta siswa menyebutkan kata-kata yang dipakai untuk membuat pertanyaan, “ kalau gitu coba kata-kata apa saja yang dipakai untuk membuat pertanyaan” kemudian ada yang menjawab “5W1H itu lho miss” lalu R menjawab “ good, apa aja itu” dan siswa tersebut menjawab dengan diikuti siswa lain “ who, where, when, what, why, terus how”. R menulis jawaban siswa di papan tulis dan meminta siswa untuk membuat pertanyaan dari setiap kata tadi. Siswa menjawab satu-persatu. Kemudian R memberi feedback dan menjelaskan cara membuat pertanyaan dengan past tense. Kemudian P kembali bertanya “ ada pertanyaan tidak sampai disini” siswa hanya diam. Selanjutnya P melanjutkan ke tahap summarizing. P menjelaskan cara merangkum atau meringkas bacaan pada siswa. P menjelaskan dua cara yaitu yang pertama P menjelaskan meringkas dengan cara mencari main idea dari setiap paragraf yang kemudian nanti dirangkai dengan kata-kata sendiri. Setelah menjelaskan P bertanya ada yang mau ditanyakan dan siswa menjawab tidak. Kemudian P menjelaskan dengan cara yang kedua, yaitu dengan menggaris bawahi kata-kata atau kalimat yang dianggap paling penting yang berkaitan dengan topik pada tes. Kemudian P bertanya “apa ada yang kurang jelas” semua diam. Kemudian siswa mencatat penjelasan yang di tulis di papan tulis. Setelah itu P memberikan satu text bacaan pada siswa dan mengajak siswa untuk mempraktikkan tahapan reciprocal teaching agar siswa lebih paham. P meminta siswa untuk memprediksi isi bacaan dengan melihat judul text dari text “My First Experience to Ride Motorcycle”. Sebagian besar siswa menjawab seperti “ naik motor miss” ada juga yang menjawab “ini tentang latihan naik motor miss”. P juga mengajak siswa memprediksi isi bacaan dari beberapa vocabulary yang ada pada text seperti kata “ honda, train, field”. Siswa mengikuti dan menjawab dengan benar. Kemudian P bertanya “apakah ada yang kesulitan dalam memprediksi”, kemudian siswa menjawab tidak. Setelah itu P mengajak siswa untuk mengklarifikasi text. P meminta siswa mengecek arti kata yang tidak mereka ketahui dengan melihat context dari text. Siswa kemudian mencari kata yang ingin mereka klarifikasi. Salah satu siswa bertanya “ patient itu miss kayaknya bukan pasien kan terus apa miss”. Kemudian R mengajak siswa untuk membahas bersama, dengan bertanya “ada yang tahu tidak” dan salah satu siswa menjawab “aku miss, itu artinya sabar, kan lagi ngajarin naik motor itu bukan di rumah sakit. Kemudian siswa lain tertawa. Saat diskusi akan dilanjutkan bel berbunyi jadi terpaksa diskusi di hentikan. Kemudian P meminta siswa untuk melanjutkan mengerjakan sebisanya siswa dan menyampaikan akan di lakukan diskusi kembali pada pertemuan berikutnya. P menutup pelajaran dan mengucapkan salam.

### **Field note 3**

**No : FN03**

**Hari/tgl : Rabu, 23 Januari 2013**

**Waktu : 08.30-10.10**

**Tempat : Ruang kelas VIII B**

R masuk kelas, namun beberapa siswa belum masuk dan masih berseragam olahraga. R meminta siswa segera bersiap, namun siswa meminta waktu sebentar untuk istirahat. R memberi waktu 5 menit untuk siswa berganti seragam dan istirahat. Kemudian R memulai pelajaran dengan mengucapkan salam dan menanyakan keadaan siswa. Kemudian R menanyakan siswa yang tidak masuk. Hari itu semua siswa masuk. Kemudian R menanyakan apakah siswa sudah siap untuk belajar. Siswa menjawab sudah siap. R mengulas kembali materi dan langkah-langkah dari reciprocal teaching yang sudah dijelaskan pada pertemuan sebelumnya. R juga meminta siswa menyebutkan dan menjelaskan langkah-langkah tersebut. Saat itu hanya beberapa siswa yang menjawab. Lalu R membagi siswa dalam 7 kelompok. Namun siswa menolak, dan meminta kelompok dibagi sesuai kelompok belajar. R menyetujui permintaan siswa dan membagikan membagikan sebuah teks dengan judul “My Football Experience” dan sebuah table yang terdiri dari empat kolom yaitu kolom predicting, questioning, clarifying, dan summarizing untuk diisi pada setiap kolom sesuai dengan hasil diskusi kelompok. Setiap anak mendapat satu teks dan setiap kelompok mendapat satu tabel. Lalu R menjelaskan bahwa siswa akan berdiskusi tentang teks tersebut dan membuat laporannya pada tabel. R menjelaskan bagaimana siswa mengisi tabel tersebut. R bertanya pada siswa apakah siswa sudah paham atau belum dan siswa menjawab sudah. Kemudian R menawarkan pada siswa untuk membaca tesk sebelum mereka berdiskusi. Tiga siswa mengangkat tangan berebut untuk membaca tesk, sehingga R menunjuk salah satu siswa dari mereka. Saat itu T datang dan meminta maaf karena tadi terlambat. Saat siswa tersebut membaca tesk dia melakukan beberapa kesalahan pengucapan seperti, /kəʊtʃ/ dibaca /koatʃ/; /wʌn/ dibaca /wun/; /wɔːn/ dibaca /wʌn/. R membenarkan saat itu juga. Setelah siswa tersebut selesai membaca R meminta seluruh siswa mengikuti pengucapan yang dilakukan R pada ketiga kata tersebut. Setelah itu R meminta siswa untuk segera memulai diskusi. R berkeliling pada setiap kelompok dan kembali menjelaskan bagaimana mereka mempraktikkan reciprocal teaching. R juga menanyakan kesulitan siswa dalam mengerjakan. Salah satu siswa bertanya “Miss prediksinya kalau salah gimana?” dan R menjawab “ namanya juga prediksi ya nggak harus benar kan, jadi nggak usah takut salah”. Salah satu siswa bertanya lagi “ Miss kalau ground itu artinya apa?”, dan R menjawab “ Coba ini dibaca keseluruhan tesknya dulu, lihat konteksnya. Itu ada clue nya *discipline*, kok selanjutnya ada *late*, *rule* coba dipahami lagi” kemudian siswa menjawab “ Itu kan gurunya itu dicipline terus nggak boleh ada yang telat melanggar peraturan tapi kalau menghukum kan punish Miss” dan R menjawab “ kan bukan hanya punish, menghukum juga bisa pakai kata lain ground yang artinya sama dengan punish, ya tho” dan siswa menjawab “ oo.. gitu ya miss”. Diskusi berjalan 10 menit bel istirahat berbunyi. Karena sebelumnya siswa menolak untuk melanjutkan diskusi maka siswa diistirahatkan. Setelah jam istirahat selesai siswa kembali melakukan diskusi. R berkeliling dan membantu siswa dalam berdiskusi dan memahami kata-kata sulit tanpa mengecek di kamus. Beberapa kelompok sudah mulai paham bagaimana mengklarifikasi sebuah kata. Namun kelompok



lain masih perlu arahan untuk mengklarifikasi, seperti saat siswa bertanya “ Miss won itu apa”, R menjawab “ Coba baca dulu kalimatnya”. Siswa membaca kalimat yang dimaksud. Kemudian R bertanya “ Konteks dari text ini apa?” kemudian siswa menjawab “Sepak bola miss”, R melanjutkan “ Ini kan *won many tournaments*, kalau tournament artinya apa?”, siswa menjawab “ Ya turnamen miss, pertandingan”, R melanjutkan “ Kalau ne kan ....pertandingan yak an, terus selanjutnya jadi terkenal, berarti apa?”, siswa menjawab “ Menang ya miss”, dan siswa lain menambahkan “ Ya memenangkan ya miss”. R menjawab “nah itu bisa ya tho.” Beberapa siswa bertanya “ Miss ini pertanyaannya dijawab tidak?” dan P menjawab “ Iya dijawab sesuai dengan tesk”. Beberapa kelompok seperti kelompok 8, 6 dan 7 tampak bingung dan tidak mengerjakan, maka R menghampiri dari setiap kelompok tersebut. R bertanya “ kok tidak dikerjakan?” dan salah satu dari mereka menjawab “ Gimana to miss, kita masih bingung” dan R menjawab “ saya jelaskan lagi ya.” R menghampiri ketiga kelompok tersebut dan memberi penjelasan kembali. Hal ini membuat kelompok lain merasa tidak diperhatikan. Tiba-tiba seorang siswa memanggil “Miss sini to aku mau tanya, dari tadi disitu terus.” R menjawab “Iya sebentar”. Saat R menghampiri siswa protes “Miss dari tadi dipanggil nggak dateng-dateng, jadi males aku.” Terkadang R bingung saat beberapa anak bertanya secara bersamaan. Hampir semua kelompok bertanya bagaimana membuat summary dan R kembali menjelaskan pada setiap kelompok. R memberi arahan pada kelompok yang masih bingung menentukan main idea, seperti pada kelompok 8, 6, dan 7. Karena kelompok begitu banyak dan waktu terbatas sampai jam pelajaran selesai siswa baru selesai berdiskusi. R meminta siswa mengumpulkan tabel sebagai laporan dan meminta siswa menempelkan tesk yang dibagikan pada buku siswa agar tidak hilang. Kemudian R menutup pelajaran dengan mengucapkan salam.

#### **Field note 4**

**No : FN04**

**Hari/tgl : Jumat, 25 Januari 2013**

**Waktu : 09.30-10.40**

**Tempat : Ruang kelas VIII B**

Setelah bel masuk T mengajak R menuju kelas. Saat R dan T tiba di kelas beberapa siswa belum masuk. Kemudian beberapa siswa datang. T membuka kelas dengan mengucapkan salam dan menanyakan kabar siswa dan siswa yang tidak masuk. Kemudian T mengumumkan tugas pada siswa. Kemudian T menuliskan contoh cara membuat tugas tersebut. Kemudian T meminta siswa mencatat contoh yang T tuliskan di papan tulis. Setelah menunggu siswa selesai mencatat T mempersilahkan R untuk memberikan pelajaran. P mereview materi dari reciprocal teaching dengan menanyakan tentang langkah-langkah reciprocal teaching pada siswa. Beberapa siswa menjawab yang lain hanya diam dan

memperhatikan saja. Kemudian R meminta siswa untuk menjelaskan hal apa saja yang dilakukan pada setiap tahapan reciprocal teaching. Kemudian R mengajak siswa untuk membahas dan mendiskusikan hasil diskusi kelompok pada pertemuan terakhir. R meminta setiap perwakilan kelompok untuk menulis hasil diskusi mereka di papan tulis. R memulai dari prediction. R menunjuk tiap anggota kelompok untuk menulis prediksi mereka terhadap tesk. Kemudian R membahas setiap prediksi siswa. Kemudian R bertanya apakah siswa mengalami kesulitan dalam memprediksi. Siswa menjawab tidak. Selanjutnya pada clarification R juga meminta siswa untuk menulis klarifikasi mereka terhadap tesk. Kemudian R membahas bersama-sama siswa tentang klarifikasi mereka. R juga bertanya bagaimana siswa mengklarifikasi kata sulit yang mereka temukan. Beberapa siswa mengatakan bahwa mereka mencari di kamus sebagian menjawab dengan melihat konteks kalimat. Kemudian R meminta kelompok-kelompok yang mencari arti kata menurut konteks untuk menjelaskan bagaimana mereka mencari arti kata tersebut menurut konteksnya. Saat itu salah satu kelompok mengklarifikasi frasa “named after” dalam arti “nama setelah” dalam kalimat “Our team named after our school, 67 Team (from SMP 67).” Kemudian R bertanya pada kelompok lain yang berbeda pendapat untuk menjelaskan bagaimana dia mengklarifikasi frasa tersebut. Mereka menjelaskan kalau mereka mengambil kata dalam kurung yang terdapat dalam kalimat tersebut yaitu “(from SMP 67)” sebagai artinya. R menjelaskan kembali bahwa siswa harus memperhatikan tanda petik, tanda koma dan tanda kurung dalam kalimat. Jika terdapat tanda kurung seperti (from SMP 67), maka kata tersebut menjelaskan arti atau makna dari kata sebelumnya. Kemudian R menjelaskan named after our school itu dilihat our schoolnya apa, kemudian name itu artinya apa, lalu dihubungkan dengan “from SMP 67” dan nama teamnya. Kalau masih belum paham kalian perhatikan nama sekolah dan teamnya kan sama, jadi bisa dibilang nama team mengambil dari nama sekolah, karena sekolah lebih dulu ada daripada team sepak bolanya kan, jadi “named after “ itu *mengambil nama dari*”. Lalu R memberikan contoh lain lagi dari tesk agar siswa semakin paham. Setelah itu R bertanya apakah siswa ada kesulitan dalam mencari arti kata sulit dari konteks. Siswa menjawab tidak. Kemudian pada questioning R meminta siswa menulis pertanyaan dan jawaban yang siswa buat. R menjelaskan dan mengklarifikasi jawaban siswa. R juga membahas grammar yang salah pada kalimat yang siswa tuliskan, seperti “Where they have praticed?; What the purpose of the text?” dsb. Pertama R bertanya apakah siswa kalimat itu benar. Beberapa siswa menjawab tidak. Kemudian siswa menunjuk siswa yang menjawab tidak untuk membetulkan. Setelah itu R menjelaskan kembali bagaimana membuat kalimat pertanyaan berbentuk lampau. R juga menjelaskan fungsi ‘did, was dan were’ pada kalimat tanya. Setelah itu R bertanya apakah siswa sudah jelas dengan penjelasan tersebut. Siswa menjawab sudah. Kemudian pada tahap summarition R meminta siswa untuk menuliskan kembali di papan tulis hasil diskusi mereka. R dan siswa membahas bersama-sama hasil tersebut. Kemudian R bertanya pada siswa apakah siswa masih mengalami kesulitan dalam mempraktikan reciprocal teaching. Sebagian siswa menjawab tidak dan sebagian menjawab iya. Kemudian R menjelaskan kembali cara membuat summary dengan dua cara yang sudah

dijelaskan dulu. R juga menjelaskan bagaimana cara mencari main idea. Kemudian R membagikan soal latihan yang berhubungan dengan tesk pada siswa. Bel pulang berbunyi, dan siswa meminta soal latihan di jadikan R. Kemudian R melakukan evaluasi dengan tanya jawab dengan siswa. Kemudian R menutup pelajaran dengan berdoa dan mengucapkan salam.

### **Field note 5**

**No : FN05**

**Hari/tgl : Rabu, 30 Januari 2013**

**Waktu : 09.30-10.10**

**Tempat : Ruang kelas VIII B**

Untuk menunggu jam pelajaran masuk R dan C menunggu di luar sekolah. Setelah bel masuk berbunyi R dan C menuju ke kantor guru untuk menemui T. R, C, dan T masuk kelas, saat itu anak-anak masih berada di ruang kelas. Mereka menolak untuk masuk, karena masih capek dan ingin istirahat. Lalu R dan C tetap meminta mereka masuk kelas sambil menutup pintu. Akhirnya siswa mau masuk. R membuka pelajaran dengan mengucapkan salam dan menanyakan kabar siswa. Kemudian R menanyakan siapa yang tidak masuk. Kemudian R mengenalkan C pada siswa. R mengajak siswa untuk membahas latihan soal kemarin, namun semua siswa menolak dan meminta untuk latihan dengan teks yang baru. Kemudian R mengumumkan agar siswa mengumpulkan R mereka setelah pelajaran selesai. R memutuskan untuk melanjutkan dengan diskusi. Setelah itu R membagi siswa ke dalam delapan kelompok dengan berhitung. Siswa menolak, "Jangan tho miss" dan siswa lain menambahkan "Iya miss, udah kelompok kemarin aja. Lalu R menjelaskan bahwa kelompok dengan kelompok belajar kemarin tidak efektif, tidak semua siswa berdiskusi dan kebanyakan mengobrol. Setelah itu siswa bersedia di kelompokkan. Setelah siswa duduk pada kelompok masing-masing R mereview setiap langkah dari reciprocal teaching dengan bertanya pada siswa dan memberi penjelasan kembali. Kemudian R bertanya lagi "apakah masih ada yang mau ditanyakan". Siswa menjawab tidak. Kemudian salah satu siswa bertanya "miss yang buat questions itu dijawab tho miss" dan R menjawab "Iya dijawab itu". Kemudian siswa kembali bertanya "terus di buat semua ini pertanyaannya" dan R menjawab "seperti yang kemarin saya jelaskan kalian buat pertanyaan sesuai kebutuhan kalian dalam memahami bacaannya dan dicari juga itu jawabannya, begitu ada yang mau ditanyakan lagi?" dan siswa menjawab tidak. Kemudian R membagikan tesk dengan judul "My Holiday" pada setiap siswa dan lembar pekerjaan berupa tabel pada setiap kelompok berisi kolom predicting, clarifying, questioning, summaration. Pada kolom summaration R menambahkan conclusion, jadi kelompok boleh memilih membuat summary atau conclusion saja. Kemudian P bertanya apakah ada yang mau membaca tesk. Kemudian salah satu siswa mengangkat tangan. R kemudian mempersilahkan

siswa tersebut untuk membaca teks. Saat membaca teks siswa tersebut mengucapkan beberapa kata dengan pengucapan yang tidak benar, seperti /'si:n<sup>ə</sup> r.i/ menjadi /'se:n<sup>ə</sup> r.i/ , /'maʊn.tɪn/ menjadi /'maʊn.ten/, dan /taɪəd/ menjadi /tɪrəd/. R membetulkan pengucapan siswa tersebut saat itu juga. Kemudian setelah siswa tersebut selesai membaca text, R mengulang pengucapan kata yang tadi dan meminta semua siswa menirukan. Kemudian R menjelaskan kembali bagaimana siswa mengisi lembar kerja dan langkah-langkah dari reciprocal teaching. Kemudian R meminta siswa bekerja kelompok. R dan C mendampingi tiap kelompok dalam bekerja. Setelah 8 menit kemudian R meminta siswa untuk menuliskan prediction dari setiap kelompok di papan tulis. Kemudian R membahas setiap prediction dari setiap kelompok. Lalu R bertanya apakah siswa mengalami kesulitan dalam membuat prediksi dan siswa menjawab tidak. Kemudian R meminta siswa untuk melanjutkan berdiskusi untuk langkah clarification. Tiba-tiba bel pergantian pelajaran berbunyi. Lalu R segera menutup pelajaran dengan mengucap salam.

#### **Field note 6**

**No : FN06**

**Hari/tgl : Jumat, 1 Februari 2013**

**Waktu : 09.30-10.40**

**Tempat : Ruang kelas VIII B**

R dan T masuk kelas, seperti biasa masih ada siswa yang belum masuk. R membuka kelas dengan mengucap salam, berdoa, dan menanyakan kabar siswa. Kemudian P mengecek kehadiran siswa hari itu beberapa siswa tidak masuk. Kemudian R meminta siswa untuk membentuk kelompok seperti pada pertemuan sebelumnya. R meminta siswa melanjutkan diskusi yang kemarin belum selesai. Meskipun kemarin tahap prediction sudah dibahas R meminta siswa untuk menuliskan kembali prediksi mereka di papan tulis. Tiba-tiba C datang, kemudian R mempersilahkan C masuk dan bergabung bersama anak-anak untuk mendampingi anak-anak dalam berdiskusi. Selanjutnya R menulis tahap prediction, clarification, questioning, dan summaration di papan tulis. R meminta siswa untuk menulis bagian yang sudah selesai mereka diskusikan. Siswa menulis sesuai dengan urutan kelompok diskusi. Siswa antusias dan berebut untuk menulis di depan. R meminta siswa lain untuk mengantri karena hanya ada dua spidol. R dan C tetap mendampingi kelompok yang masih belum selesai dalam berdiskusi. R dan C berusaha membantu siswa yang mengalami kesulitan dan menjelaskan kembali materi yang belum jelas. Setelah semua kelompok menuliskan hasil diskusi mereka di papan tulis. R mengajak siswa untuk membahas hasil diskusi dari masing-masing kelompok bersama-sama. Meskipun prediction sudah di bahas pada pertemuan sebelumnya R membahas bagian prediction lagi. Setelah itu R bertanya apakah siswa mempunyai pertanyaan atau kesulitan dalam membuat

prediksi. Siswa menjawab tidak. Kemudian R membahas bagian clarification. R membahas clarification yang dituliskan tiap kelompok dan meminta kelompok tersebut menjelaskan pada siswa lain tentang bagaimana mengklarifikasi kata sulit yang ditemukan. Seperti penjelasan kelompok yang menjelaskan kata “However”, salah satu siswa dari kelompok tersebut menjelaskan “Kita mengartikan *however* itu meskipun demikian, pertama kita baca kalimat sebelum sama setelahnya itu Miss, kan itu artiya kita sangat lelah terus .... Aku pikir sangat menyenangkan liburan seperti ini. Terus kita kira-kira aja Miss yang bisa nyambungin dua kalimat tadi, jadi menurut kami sie *however* itu artinya Bagaimanapun. R menjawab “good”, dan R menambahkan penjelasan lagi “Dilihat dari konteknya memang demikian, selain itu *however* artinya bisa “meskipun demikian atau tetapi.” R juga membahas kata *horseback*. Sebagian kelompok mengartikan *horseback* pelana kuda dan sebagian lainnya mengartikan punggung kuda. R mengajak siswa untuk membaca kalimat yang berkaitan dan memberi penjelasan, “Ayo dibaca kalimatnya ini, nah kalau dari kalimatnya “We rode on horseback”, tahu artinya kan, kalau nggak tahu rode itu apa bisa dikira-kira, kami.... diatas...kuda, apa ini?.” Salah satu siswa menjawab kalau rodenya itu menunggang Miss, yang *horseback*nya itu bingung pelana kuda apa punggung kuda”. Kemudian R menjawab “Good, rode itu menunggang kata kerja 2 dari ride, memang kuda itu pakai pelana, tapi apa masuk akal kita naik diatas pelana kuda”. Kemudian salah satu siswa menjawab, “jadi bener punya aku tho Miss punggung kuda”. Kemudian R menjawab “Iya yang bener punggung kuda, nah kalian hafal *body part* nggak, lha back sendiri kan artinya punggung, yak kan terus kalau pelana itu bahasa Inggrisnya *saddle*, sudah jelas?.” Kemudian siswa menjawab sudah. Kemudian siswa menjawab sudah. Setelah selesai membahas clarification pada kata-kata yang lain, R melanjutkan membahas pada questions. R membahas question pada tiap kelompok. R meminta tiap kelompok membaca question dan jawabannya. Kemudian R bersama-sama siswa membenarkan kalimat-kalimat yang masih keliru grammarnya seperti “Where the writer stayed?; Why the writer think the holiday was very fun.” R menunjuk siswa untuk membetulkan kalimat-kalimat tersebut. R melihat bahwa siswa kurang teliti, karena saat diminta maju untuk membetulkan kelompok tersebut bisa membenarkannya dan hanya satu atau dua kalimat yang salah. Kemudian R menjelaskan kenapa kalimat tersebut salah dan memberikan sedikit penjelasan mengenai grammar yang berkaitan. R juga mengingatkan agar siswa lebih teliti dalam membuat kalimat. Setelah selesai membahas bagian ini, R bertanya apakah siswa mengalami kesulitan dalam membuat questions. Siswa menjawab tidak. Kemudian R melanjutkan ke bagian summaration. R memperbolehkan siswa menulis kesimpulan jika mereka belum bisa meringkas text tersebut. R membahas summary atau conclusion dari tiap kelompok. R memberi komentar pada tiap summary atau conclusion yang belum sesuai. R juga memberi koreksi pada kalimat yang masih kurang sesuai pronoun dan grammarnya, seperti *The writer went to Bromo mountain. The writer stayed in the writer’s friend house. In the morning the writer friend and the writer saw mount Batok. However, I think it is very fun.* Kemudian R memberi penjelasan tentang pronoun dengan menuliskannya juga dipapan tulis. Kemudian R mengajak siswa untuk bersama-

sama membetulkan pronoun pada kalimat tersebut. R juga memberi sedikit penjelasan mengenai grammar yang bersangkutan. Kemudian mengajak siswa untuk membetulkan grammar yang salah pada kalimat tersebut. Karena beberapa summary atau conclusion masih kurang sesuai, maka R menjelaskan kembali bagaimana membuat summary atau kesimpulan. R menjelaskan membuat kesimpulan atau ringkasan dengan meminta siswa bersama-sama membuat ringkasan atau kesimpulan pada setiap paragraf dulu. Setelah itu R meminta siswa membuat kesimpulan atau ringkasan dari kesimpulan yang mereka buat pada setiap paragraph tadi. Setelah R selesai menjelaskan R bertanya pada siswa apakah siswa sudah paham dan memiliki pertanyaan. Kemudian siswa menjawab tidak. Kemudian R meminta siswa untuk mencatat penjelasan yang dituliskan dipapan tulis. Setelah itu R menanyakan setiap langkah dari RT yang sudah siswa praktikkan dan apa saja yang siswa lakukan pada setiap tahapnya. Semua siswa menyebutkan dengan benar. Kemudian R bertanya “Kalau gitu masih ada yang belum jelas”. Kemudian siswa menjawab tidak. Setelah itu R membagikan latihan soal kepada siswa dan meminta siswa mengerjakannya secara individu. Tidak lama kemudian bel berbunyi. R meminta siswa untuk melanjutkan mengerjakan soal latihan tersebut dirumah, sehingga dapat dibahas pada pertemuan berikutnya. Kemudian R memimpin doa dan menutup pelajaran dengan mengucapkan salam.

#### **Field note 7**

**No : FN07**

**Hari/tgl : Senin, 4 Februari 2013**

**Waktu : 10.00-10.30**

**Tempat : Ruang kelas VIII B**

R tiba di sekolah pukul 09.30. Karena kelas belum masuk R melakukan wawancara dengan siswa. Setelah jam masuk. R memulai pelajaran dengan mengucapkan salam, menyapa siswa dan berdoa. Kemudian R mengecek kehadiran siswa setelah itu R meminta siswa untuk mengeluarkan soal latihan yang kemarin dikerjakan di rumah. R dan siswa membahas latihan soal tersebut. R menunjuk siswa untuk menuliskan jawabannya di papan tulis. Setelah semua jawaban ditulis, R dan siswa membahas soal yang dikerjakan dan bertanya kepada siswa yang menjawab tentang alasan dari jawaban yang dia tulis. Semua jawaban siswa benar, tapi beberapa kalimat masih belum benar secara grammar, seperti *They very tired; The writer feels happy to have a holiday like that*. Kemudian, R menjelaskan bagaimana aturan menulis dalam bentuk lampau. Kemudian R meminta siswa untuk membenarkan grammar yang salah. Setelah itu R bertanya, “Ada kesulitan tidak saat kalian mengerjakan soal.” Kemudian siswa menjawab tidak. Kemudian bel berbunyi dan R menutup pelajaran dengan berdoa dan mengucapkan salam.

**Field note 8****No : FN08****Hari/tgl : Rabu, 6 Februari 2013****Waktu : 08.30-10.10****Tempat : Ruang kelas VIII B**

R dan C tiba di sekolah pukul 08.28 dan langsung masuk ke kelas. Saat itu beberapa siswa masih diluar dan makan. Mereka minta waktu untuk istirahat sebentar setelah olahraga. Maka R memberi waktu 10 menit. Setelah siswa siap, R membuka kelas dengan salam, menyapa siswa dan memimpin doa. Setelah itu R mengecek kehadiran siswa. Hari itu satu siswa tidak masuk. R mereview tentang tahapan dari reciprocal teaching. R juga bertanya pada siswa tentang apa saja tahapan dari reciprocal teaching dan apa saja yang mereka lakukan pada setiap tahapannya. R bertanya pada siswa apakah masih ada yang perlu dijelaskan lagi. Salah satu siswa bertanya tentang bagaimana membuat summary atau conclusion. R menjelaskan dan memberi contoh dengan menggunakan teks yang pernah R berikan yaitu text "My Holiday". R menjelaskan dan memberi contoh dengan dua cara yang pernah R sampaikan sebelumnya yaitu dengan mencari main idea dari setiap paragraph kemudian dibuat kesimpulan dengan kata-kata sendiri dan menggaris bawahi bagian-bagian yang penting kemudian dibuat kalimat kesimpulan dengan kata-kata sendiri. Setelah itu R bertanya lagi pada siswa apakah siswa masih mempunyai pertanyaan lain dan masih ada yang tidak jelas. Siswa menjawab tidak. Kemudian R menjelaskan bagaimana membuat pertanyaan. R juga menjelaskan tense lampau atau past pada siswa. R memberi contoh pada siswa bagaimana membuat pertanyaan dan membuat kalimat lampau. R juga memberi penjelasan kembali mengenai penggunaan "did, was dan were". Kemudian ada siswa yang bertanya "miss kalau you pakai was apa were?", lalu R menjawab "kalau you ya pakai were, jadi jangan keliru pakai was ya, kan she sama he pakai was jadi bukan berarti you tunggal jadi pakai was juga, kalau you ya tobenya were begitu". Kemudian R bertanya lagi apakah siswa mempunyai pertanyaan, dan siswa menjawab tidak. Kemudian R membagi siswa menjadi 8 kelompok. R menuliskan nama kelompok dipapan tulis, supaya siswa jelas. Karena siswa putri dan putra dicampur, beberapa siswa putri protes, "Miss kok aku cewek sendiri itu, ngaak mau". Lalu R menjawab, "Iya ngaak papa kan, kalian harus bisa saling bantu sama siapa aja, nggak harus yang cewek ma cewek atau cowok ma cowok, lagian kan kalian teman satu kelas, jadi harus bisa dikusinya sama yang lain juga." Kemudian siswa menjawab, "Ya udah deh Miss." Bel istirahat berbunyi, R mengumumkan diskusi akan dimulai setelah istirahat.

Kemudian salah satu kelompok bertanya “ Miss kalau yang mau diskusi sekarang boleh kan?”, dan R menjawab “ Iya boleh, tapi bener ne nggak mau istirahat.” Kemudian siswa tersebut menjawab, “Nggak ah Miss.” Kemudian R menjawab, “tetap saya dampingi lho ya”. Kemudian kelompok lain bertanya, “Miss kelompokku juga diskusi sekarang aja Miss.” R menjawab, “Oke kalau gitu. “ Kemudian R membagikan tesk dan lembar kerja pada kelompok tersebut. R dan C mendampingi kelompok tersebut selama jam istirahat. Setelah jam pelajaran masuk R meminta siswa untuk berkelompok. Kemudian R membagikan teks dengan judul “Holiday at Parangtritis Beach” pada setiap siswa dan lembar pekerjaan pada setiap kelompok. R memberi pengumuman bahwa kelompok yang paling kompak, aktif dan tertib diskusinya tidak mengganggu kelompok lain akan mendapat hadiah. Siswa bersemangat dan mulai berdiskusi. Sebelumnya R meminta siswa untuk membaca teks sebelum diskusi. Siswa berebut untuk membaca kemudian R menunjuk salah satu dari mereka untuk membaca. Saat siswa membaca dia mengucapkan beberapa kata yang salah pengucapannya, seperti /'pri:vi.ə.sli/ menjadi /'pri:vio.sli/, /ɪg.zæm.r'nei.f<sup>ə</sup> n/ menjadi /eg.zæm.r'nei.f<sup>ə</sup> n/, dan /di'pɑ:tʃ<sup>ə</sup> r / menjadi /de'pɑ:tʃ<sup>ə</sup> r /. R membetulkan pengucapan siswa tersebut saat itu. Setelah siswa tersebut selesai membaca, R meminta semua siswa menirukan pembetulan dari pengucapan kata-kata tadi. Karena hanya tinggal 1 jam pelajaran maka R meminta siswa melakukan dua tahap awal dari reciprocal teaching yaitu predicting dan clarifying. R dan C berkeliling untuk memantau dan membantu siswa dalam berdiskusi. Siswa terlihat sudah mengerti dan bisa, mereka juga tidak banyak bertanya. Siswa juga tidak banyak melakukan kesalahan pada grammar. R dan berkeliling dan melihat beberapa kelompok sudah selesai berdiskusi pada tahap summary. Melihat waktu yang hampir habis R mengajak siswa untuk berdiskusi bersama tentang prediksi dari teks tersebut. Kemudian R meminta siswa menuliskan prediksi dari kelompok mereka di papan tulis. Dari prediksi semua prediksi masih berkaitan dengan tesk dan hanya kelompok 3 yang melakukan kesalahan pada grammar. Prediksi dari kelompok 3 adalah “The writer holiday at Parangtirtis beach”. Kemudian R meminta kelompok 3 untuk membetulkan grammar yang salah, “ ne kelompok 3 apa yang salah?”, Kemudian salah satu siswa dari kelompok tersebut menjawab, “ itu kurang tanda petik di writernya Miss.” R menjawab, “ kalau gitu dibetulkan.” Salah satu siswa maju kedepan dan membetulkan kembali. Kemudian R mengingatkan lagi penggunaan apostrophe dalam menyatakan kepemilikan. Namun belum sempat selesai berdiskusi waktu jam pelajaran habis. R menutup pelajaran dengan berdoa dan mengucapkan salam.

### Field note 9

No : FN09

Hari/tgl : Jumat, 8 Februari 2013

Waktu : 09.30-10.40



**Tempat : Ruang kelas VIII B**

Setelah bel masuk R dan ET masuk kelas. Beberapa siswa belum masuk namun R tetap memulai pelajaran. R memulai pelajaran dengan mengucapkan salam, menanyakan kabar siswa dan berdoa. Setelah itu R mengecek kehadiran siswa dengan memanggil siswa. Setelah itu R meminta siswa berkelompok dan melanjutkan diskusi kemarin. R berkeliling untuk melihat pekerjaan siswa dan membantu siswa. Setelah melihat siswa telah selesai mengerjakan R memulai diskusi kelas dengan meminta setiap kelompok menuliskan jawaban mereka dipapan tulis. R memulai dari tahapan predicting. Setelah semua siswa selesai menulis, R mengajak siswa untuk membahas bersama. Beberapa siswa protes, “Miss kan kemarin udah, iya ditulis lagi biar inget, nanti dibahas sedikit. Karena kemarin feedback untuk predicting sudah diberikan, R hanya membahas secara sekilas. Kemudian R menanyakan kesulitan siswa dalam membuat prediksi, “ada pertanyaan untuk prediksi?”, kemudian siswa menjawab “tidak”. Setelah itu R dan siswa membahas pada tahapan clarifying. R meminta setiap kelompok untuk menuliskan satu klarifikasi mereka. Kemudian R dan siswa membahas satu per satu. R bertanya pada setiap kelompok dan meminta kelompok tersebut untuk menjelaskan setiap klarifikasi yang dibuat dan bagaimana mereka menemukan arti kata tersebut. Seperti yang R tanyakan pada kelompok 1 yang mengklarifikasi kata *departure*. Mereka menjelaskan “*departure* itu artinya keberangkatan, pertama kita baca dulu kalimatnya Miss *We planned our departure to go to Parangtritis Beach on Monday until Tuesday* itu kan merencanakan tho Miss apa gitu ke Parangtritis. Kalau rencana kan berarti belum berangkat, jadi kita kira-kira ya keberangkatan.” Kemudian R menjawab “Good, pada tambah pinter sekarang.” Kemudian kelompok 3 menambahkan, “Kalau kita inget yang di bandara itu lho Miss kan ada departure gitu, di jadwal penerbangan.” R kemudian menjawab, “That’s good, jadi kita juga bisa mengingat atau melihat arti kata dari lingkungan kita, misalnya tadi Farah bilang dia tahu arti departure dari dulu pernah liat di bandara, jadi kalian juga bisa perhatikan kalau di kantor pos, Bank, bandara, pokoknya tempat-tempat umum begitu biasanya ada kata-kata berbahasa Inggris, kalian bisa belajar dari situ.” R memberikan feedback dan penjelasan lebih lanjut mengenai klarifikasi yang mereka buat dan cara lain untuk mengklarifikasi kata-kata tersebut. Setelah selesai memberi feedback, R bertanya kesulitan siswa dalam mengklarifikasi. Kemudian siswa menjawab tidak ada kesulitan dalam mengklarifikasi. Kemudian R mengajak siswa untuk menulis question dan jawaban yang mereka buat. Namun saat siswa menulis question yang di buat bel terbakar. R meminta siswa untuk melanjutkannya pada pertemuan berikutnya. Kemudian R menutup pelajaran dengan berdoa dan mengucapkan salam.

**Field note 10****No : FN10****Hari/tgl : Senin, 11 Februari 2013****Waktu : 10.00-10.30****Tempat : Ruang kelas VIII B**

R dan C tiba disekolah pukul 09.00. Ternyata kelas bahasa Inggris masuk jam 10.00, maka R dan C menunggu sampai jam pelajaran mulai. Setelah pukul 10.00 R dan C masuk kelas. R membuka kelas dengan mengucapkan salam, menyapa siswa dan berdoa. Kemudian R mengecek kehadiran dengan memanggil siswa satu-persatu. R kemudian mengajak siswa untuk melanjutkan pembahasan bersama pada tahap questioning dan summarizing. R meminta siswa untuk menuliskan questions dan summary mereka di papan tulis. Setelah semua kelompok menulis. R meminta perhatian siswa dan memulai pembahasan. R membahas satu persatu jawaban siswa dan memberi penjelasan. Dari delapan kelompok masih ada 3 kelompok yang membuat kalimat pertanyaan dengan grammar yang salah. R meminta siswa untuk membetulkan penulisan grammar yang salah seperti, *How long the writer stayed at hotel; When the writer have holiday; When they go to Parangtritis beach*. Siswa masih melakukan kesalahan yang sama, padahal sudah berkali-kali dijelaskan. R kemudian meminta siswa untuk membetulkan kalimat mereka. Siswa maju ke depan dan dapat membetulkan kesalahan grammar pada kalimat mereka. Kemudian R memberi komentar, “Nah itu bisa kan, kok tadi salah.” Kemudian salah satu siswa menjawab “hehehe, lupa Miss.” Kemudian R memberi penjelasan kembali dan mengingatkan pada siswa agar tidak lupa. R bertanya apakah siswa mengalami kesulitan dalam tahap questioning. Siswa menjawab tidak. Kemudian R mengajak siswa kembali untuk membahas summary yang ditulis di papan tulis. R memberi komentar pada setiap summary. R meminta siswa untuk membetulkan grammar dan penulisan kata yang tidak benar seperti pada kalimat, *they feels so very happy and enjoyed they holiday at the time; The writer's go to Paragtritis beach for refreshing and holiday*. Karena sudah berulang kali R menjelaskan tentang bentuk kalimat lampau dan possessive pronoun, R meminta tiap kelompok tersebut untuk membetulkan kalimat yang salah. Dari ketiga kelompok, hanya kelompok 7 yang tidak selesai membetulkan kalimatnya. Kemudian R bertanya kenapa kalimat *they felt so very happy and enjoyed their holiday at the time* masih belum benar?”. Semua siswa diam, kemudian ada yang menjawab, “itu kan udah pakai V2 tho Miss, masih kurang apa.” Kemudian R bertanya lagi, “Ada yang tahu?”. Kemudian siswa menjawab, “Apa tho Miss.” Kemudian R menjelaskan, “Ini awal kalimat hurufnya nggak kapital ya tho, terus kalau udah pakai *so* nggak usah ditambah *very*, karena *so* sama *very* artinya sama.” Kemudian siswa menjawab “oooo gitu Miss, jadi so

artinya sangat juga.” Kemudian R menjawab “Iya, *You are very beautiful*, sama dengan *You are so beautiful*, dan jangan lupa huruf kapital depan kalimat dan diakhiri dengan titik kalimat itu.” Kemudian R kembali menjelaskan aturan dalam membuat kalimat lampau dan possessive pronoun. R kembali bertanya apakah siswa mengalami kesulitan dalam membuat summary. Siswa menjawab tidak. Kemudian R mengajak siswa untuk mereview tahapan dari reciprocal teaching. R bertanya tahapan dari RT dan apa saja yang siswa lakukan pada tiap tahapan tersebut. Kemudian R kembali bertanya apakah siswa mengalami kesulitan dalam mempraktikkan reciprocal teaching. Siswa menjawab tidak. Kemudian R mengumumkan bahwa untuk latihan soal mengenai tesk yang sudah didiskusikan akan di jadikan tugas dan di kerjakan pada pertemuan selanjutnya dan diselesaikan dikelas. R juga mengumumkan akan diadakan ulangan pada 2 pertemuan yang akan datang. Kemudian R mengumumkan kelompok terbaik dan menyerahkan hadiah pada kelompok 6. Waktu pelajaran habis, R mengakhiri pelajaran dengan berdoa dan mengucapkan salam.

#### **Field note 11**

**No : FN11**

**Hari/tgl : Rabu, 13 February 2013**

**Waktu : 08.30-10.10**

**Tempat : Ruang kelas VIII B**

R dan C tiba di sekolah pukul 08.25 dan langsung masuk ke kelas. Namun masih banyak siswa belum masuk. Beberapa saat kemudian siswa masuk dan masih berseragam olahraga. R meminta siswa bersiap untuk pelajaran. Setelah siswa siap R memulai pelajaran dengan salam, menyapa siswa dan berdoa. Kemudian R mengecek kehadiran siswa dengan memanggil siswa satu-persatu. Kemudian R meminta siswa menyiapkan teks yang didiskusikan pada pertemuan terakhir. Kemudian R membagikan latihan soal pada siswa. R menjelaskan bagaimana siswa mengerjakan latihan soal tersebut. Beberapa siswa masih beristirahat karena capek olahraga. R mengumumkan bahwa latihan soal harus diselesaikan saat itu juga. R dan C berkeliling untuk melihat pekerjaan siswa dan mendampingi siswa. R juga membantu siswa yang bertanya. Kemudian bel istirahat berbunyi. Siswa meminta izin untuk istirahat dan R mengijinkan. Beberapa siswa lain tetap dikelas dan mengerjakan latihan soal. Setelah 15 menit bel masuk berbunyi. R meminta siswa untuk melanjutkan pekerjaan mereka. R dan C berkeliling dan mendampingi siswa. Setelah melihat semua siswa selesai mengerjakan R mengajak siswa untuk membahas latihan soal tersebut bersama-sama R meminta siswa untuk maju kedepan untuk menulis jawaban mereka. Setelah siswa selesai menulis, R mengajak siswa untuk membahas bersama-sama. Dari semua jawaban tidak ada jawaban yang salah dan grammar yang keliru. R hanya menemukan satu jawaban yang menggunakan pronoun yang salah seperti, *The writer and his*

*friends enjoyed our holiday at the time.* Kemudian R meminta siswa yang menulis jawaban tersebut untuk membetulkannya. Kemudian R mereview tentang pronoun lagi. Setelah itu R bertanya apakah siswa mengalami kesulitan dalam mengerjakan. Kemudian siswa menjawab tidak. Setelah itu R meminta siswa untuk mengumpulkan pekerjaan mereka. R kembali mengumumkan bahwa pertemuan yang akan datang akan diadakan ulangan. R mengumumkan peraturan pada saat ulangan yaitu pengurangan nilai 3 bagi yang mencontek dan pengurangan nilai 5 pada siswa yang memberi contekan. Kemudian R bertanya apakah siswa mempunyai pertanyaan. Salah satu siswa bertanya “Miss ulangnya recount kan?”. Kemudian R menjawab “Iya”. Kemudian salah satu siswa kembali bertanya, “nanti ulangnya ngisi tabel juga Miss?”, dan R menjawab, “Tidak nanti ulangnya jawab pertanyaan seperti ulangan yang pertama dulu itu, ada yang mau tanya lagi?”. Kemudian siswa menjawab tidak. Kemudian R menutup pelajaran dengan berdoa dan mengucapkan salam.

**APPENDIX B:**

**INTERVIEW**

**TRANSCRIPTS**

### **Interview transcript 1**

**Kamis, 13 Desember 2012**

**Ruang kelas**

**P : Peneliti**

**D : Desita Ayu**

P : Lansung saja ya , nama kamu siapa?

D : Nama saya Desita Ayu.

P : Bisa ceritakan pengalaman kamu belajar bahasa Inggris.

D : Yo.. belajar bahasa Inggris sie, sulit-sulit mudah ya mbak. Kalau buat ngapalin rumus terus arti-arti dalam kamus itu aku kurang bisa, jadi ya setengah sulit mungkin kalau kata-kata dasar masih bisa tapi kalau yang sulit-sulit itu masih agak susah.

P : Kalau belajar bahasa Inggris kamu suka nggak?

D : Ya suka.

P : Kalau belajar membaca teks untuk memahami isi teks itu kamu ada kesulitan nggak?

D : Mungkin kalau yang kata-katanya nggak tahu mungkin kesulitannya di situ, yang nggak tahu artinya itu.

P : Kalau selain tadi ada lagi nggak?

D : Mungkin selain dalam artinya , mungkin kalau ada penulisan kata yang tidak diketahui.

P : Terus kalau kesulitan kayak gitu kamu gimana?

D : Ya kalau lagi nggak ulangan ya tanya temen atau buka-buka kamus cari artinya apa, tapi kalau lagi ulangan ya nggak bisa apa-apa.

P : Cara kamu tadi cukup membantu nggak?

D : Cukup membantu.

P : Kalau kesulitan lain lagi ada nggak?

D : Ya itu tadi mbak memahami arti.

R : Kalau mencari main idea gitu susah nggak?

D : Iya susah lah mbak, itu kan aku harus paham dulu artinya kan mbak.

P : Kalau di kelas pernah diadakan kegiatan diskusi tidak untuk belajar membaca untuk memahami teks?

D : Pernah

P : Sering belum.

D : Ya nggak sering sie mbak tapi pernah.

P : Itu kegiatan diskusinya seperti apa?

D : Ya misalnya kita nanti di kasih bacaan terus kita di suruh memahami isinya itu, terus nanti kita dikasih pertanyaan.

P : Kalau dalam memahami isi teks tadi gimana? Apakah guru menyampaikan bagaimana cara memahami isi teks atau kalian memahami teks dengan cara kalian sendiri?

D : Ya kita pakai cara kita sendiri mbak, soalnya kalau pakai cara guru belum tentu kita bisa.

P : Jadi pernah nggak disampaikan teknik membaca seperti predicting, skimming, scanning gitu oleh guru tidak?

D : Belum mbak.

P : Jadi dalam diskusi tadi tidak dipraktikkan teknik membaca ya, terus bisa saya gimana?

D : Ya biasanya kalau ada yang salah dibenerin gitu mbak.

P : Kalau kamu sendiri baca teks biasanya gimana?

D : Kalau aku baca dulu terus kalau ada yang g bisa aku buka kamus atau google gitu mbak.

P : Cara tadi cukup membantu nggak?

D : Membantu sie mbak.

P : Sepertinya sudah cukup , makasih banyak ya.

D : Ya mbak.

## **Interview 2**

**Senin, 7 Januari 2013**

**Ruang kelas**

**P : Peneliti**

**S1234 : Siswa**

**S : Dinda**

P : Permisi, masih istirahat kan dik

S1234 : Masih mbak, masuk aja mbak.

P : Makasih, sebelumnya maaf mengganggu waktu kalian, perkenalkan nama saya Dian mahasiswa UNY pendidikan Bahasa Inggris. Saya semester ini akan melakukan penelitian di kelas ini untuk itu sebelumnya saya ingin melakukan wawancara dengan kalian. Wawancara ini bertujuan untuk mengetahui kesulitan kalian dalam belajar memahami teks berbahasa Inggris. Boleh ya saya wawancara?

S1234 : Boleh mbak

P : Nama kamu siapa?

S : Dinda.

P : Dinda Langsung saja ya, Bagaimana pengalaman kamu belajar Bahasa Inggris?

S : Baru belajar di SMP aja mbak.

P : Kalau belajar membaca teks yang membaca pemahaman kamu ada kesulitan nggak?

S : Kadang-kadang kalau kata-katanya sulit mbak.

P : Yang bikin sulit apa?

S : Kan nggak tahu artinya Bahasa Inggrisnya mbak.

P : Untuk mengatasi kesulitan itu biasanya kamu gimana?

S : Buka kamus mbak.

P : Dengan buka kamus ya, ooo gitu apakah itu sudah cukup membantu?

S : Sudah mbak.



- P : Kalau belajar teknik reading seperti predicting, skimming scanning gitu pernah nggak?
- S : Belum.
- P : Kalau mempraktikkan teknik reading dalam belajar reading di kelas pernah belum?
- S : Belum.
- P : Ooo belum ya, kalau belajar reading biasanya gimana di kelas?
- S : Niruin gurunya mbak, guru membaca terus kita menirukan gitu mbak.
- P : Kalau membaca pemahaman gimana biasanya dikelas?
- S : Guru biasanya menjelaskan dulu tentang teksnya mbak.
- P : Ooo jadi dijelaskan dulu gitu. Kalau diskusi di kelas pernah belum?
- S : Pernah mbak.
- P : Apakah dalam diskusi guru kalian minta kalian mempraktikkan teknik reading yang kayak predicting, questioning, terus scanning.
- S : Nggak mbak.
- P : Kamu kalau membaca teks biasanya gimana?
- S : Biasanya tak baca dulu terus tak artiin pakai kamus.
- P : Apakah itu sudah cukup membantu ?
- S : Ya mbak?
- P : Pernah nggak berusaha nggak pakai kamus kalau memahami teks?
- S : Nggak mbak, ya nggak bisa mbak kalau nggak pakai kamus.
- P : Eemm gitu, kayaknya udah cukup ne dik. Makasih banyak ya
- S : Ya sama-sama mbak.

### **Interview 3**

**Senin, 7 Januari 2013**

**Ruang kelas**

**P : Peneliti**

**S : Vitra**

P : Boleh minta waktu sebentar ya untuk wawancara?

S : Boleh mbak

P : Nama kamu siapa?

S : Vitra

P : Pengalamanmu belajar Bahasa Inggris gimana?

S : Sulit mbak.

P : Di SD pernah belajar Bahasa Inggris?

S : Pernah mbak.

P : Jadi belajarnya di SD sama SMP?

S : Ya mbak.

P : Kalau membaca teks untuk memahami teks misalnya mencari main idea, topic, kesimpulan kamu ada kesulitan nggak?

S : Kesulitan

P : Kesulitannya kenapa?

S : Bingung mbak.

P : Bingungnya kenapa?

S : Artinya agak susah.

P : Jadi kamu kalau membaca sambil buka kamus?

S : Ya mbak.

P : Kalau dengan membuka kamus itu sudah cukup membantu kamu nggak?

S : Kurang.

P : Kalau diskusi di kelas dalam belajar membaca teks pemahaman seperti mencari main idea atau topik pernah dilakukan tidak?

S : Pernah mbak.

P : Itu kegiatan diskusinya gimana?

S : Panjang mbak.

P : Nggak papa diceritakan aja.

S : Pertama to mbak suruh baca teksnya dulu terus suruh artikan baru disuruh cari main idea atau topiknya.

P : Kalau kegiatan diskusi seperti tadi mencari topic atau main idea itu tadi pakai teknik reading nggak, seperti scanning, predicting, questioning?

S : Nggak mbak, cuma buka kamus sama diskusi.

P : Berarti hanya dengan membuka kamus ya. Kalau kesulitanmu yang lain dalam membaca pemahaman ada lagi nggak?

S : Ada

P : Apa?

S : Membaca soalnya masih bingung mbak.

P : Kalau membaca biasanya kamu gimana?

S : Dibaca satu per satu kalimat.

P : Jadi kamu bacanya per kalimat terus dicari artinya gitu?

S : Ya mbak.

P : Selain itu masih ada kesulitan lain nggak?

S : Udah mbak.

P : Jadi Cuma itu saja ya, ya udah makasih ya dik.

S : Ya mbak.

### **Interview 4**

**Kamis, 10 Januari 2013**

**Ruang guru**

**P : Peneliti**

**T : Guru Bahasa Inggris**

P dan T sebelumnya sudah sepakat untuk bertemu pukul 10.00 di sekolah. P tiba di sekolah pukul 09.30. Pada saat itu guru masih mengajar jadi P menunggu T selama 30 menit. Setelah pukul 10.00 P dan T bertemu di ruang guru. P bercakap sebentar dan memulai wawancara.

P : Selamat pagi Bu.

T : Pagi mbak, gimana?

P : Begini Bu, saya masih mau bertanya beberapa hal tentang siswa kelas 8B pada Ibu.

T : O iya, maaf ya mbak dari kemarin tertunda saya sibuk untuk pamit dan mengurus administrasi.

P : Nggak apa-apa kok Bu, setelah ini Ibu mengajar tidak?

T : Saya ngajar lagi nanti jam terakhir kok mbak, jadi nyantai aja mbak. Silahkan mau nanya apa.

P : Begini Bu, kalau menurut Ibu bagaimana kemampuan Bahasa Inggris anak kelas 8B Bu, terutama dalam membaca pemahaman?

T : Kalau menurut saya, sebenarnya beberapa atau lebih dari separo dari mereka ada yang bisa dan punya motivasi belajar Bahasa Inggris, cuma ada beberapa anak yang KMS yang secara kemampuan dan motivasinya kurang. Nem atau inputnya masuknya juga sudah kurang.

P : Kalau yang kurang itu Bu, motivasi atau kemampuan mereka yang kurang Bu? Apa karena mereka kurang kemampuan jadi tidak termotivasi atau bagaimana Bu?

T : Ya mungkin lingkungan juga mempengaruhi ya, mungkin ada permasalahan di keluarga juga, tapi secara keseluruhan motivasinya juga kurang mungkin harus di variasikan belajarnya begitu. Tapi karena kemarin saya mengajar di dua sekolah jadi tidak focus untuk mempraktikkan metode tertentu.

P : Tadi kan menurut Ibu kemampuan membaca anak itu masih kurang, itu disebabkan oleh apa Bu?

- T : Ya itu lack of vocabulary, seperti saat pre-test kemarin itu, arti kata *correct* saja masih ada yang tidak tahu, harusnya mereka bisa karena kata itu sudah sering muncul di soal.
- P : Kalau menurut Ibu selain vocabulary kelemahan siswa apa lagi Bu?
- T : Dalam memahami, reading comprehension ya, secara grammar juga masih lemah. Itu saling berkaitan ya. Itu kalau memahami juga harus diberitahu. Seperti kata kerjanya yang mana, begitu.
- P : Kalau mencari main idea siswa juga kesulitan tidak Bu?
- T : Iya mereka masih bingung kalau harus mencari main idea mbak, apalagi kalau tesnya bagi mereka susah yang vocabnya tidak tahu jadi tambah males. Tapi biasa saya suruh buka kamus dulu mbak.
- P : Apakah Ibu pernah mencoba untuk memperbaiki permasalahan siswa tersebut Bu?
- T : Ya biasanya saya drilling vocabulary kalau pelajarannya cuma satu jam pelajaran. Ya saya juga ingin mencoba metode lain lagi tapi belum sempat terlaksana, sudah harus pindah.
- P : Itu cukup berhasil tidak Bu?
- T : Kurang, karena siswa kalau udah selesai belajarnya pada lupa mbak.
- P : Kalau sikap siswa sendiri bagaimana Bu dalam kegiatan membaca, apakah mereka cukup tertarik dan termotivasi atau malas?
- T : Biasanya kalau reading itu hal membosankan, kalau kita tidak punya cara dalam menyampaikan siswa akan malas.
- P : Kalau sikap siswa sendiri bagaimana Bu pada saat pelajaran apakah mereka suka jalan-jalan sibuk sendiri atau bagaimana Bu?
- T : Ya, mereka hanya suka ngobrol, harus ditegur dulu supaya memperhatikan.
- P : Lalu sikap siswa sendiri bagaimana Bu apakah mereka mau terlibat aktif dalam kegiatan atau tidak?
- T : Ya mereka ada yang mau, yang males-malesan juga ada.
- P : Kalau dalam kegiatan membaca apakah siswa sudah membaca dengan menggunakan teknik reading comprehension Bu?
- T : Ya biasanya hanya dengan kamus saja mbak, ya hanya pakai kamus atau Alfablink itu aja mbak.
- P : Ooo... gitu Bu, kalau membaca dengan teknik reading sudah pernah dipakai belum Bu?

- T : Belum kalau itu.
- P : Belum ya Bu, kalau kegiatan diskusi sudah pernah dilakukan belum Bu?
- T : Ya mengerjakan soal dari tesk dalam kelompok itu mbak atau menyusun Puzzle kalimat kalau misalnya mencari seperti main idea atau membaca dengan teknik membaca itu belum kan mereka juga masih kesulitan jadi saya kasih kegiatan kayak gitu dulu mbak yang simple-simple aja.
- P : Itu tadi sudah berhasil belum Bu untuk membantu siswa dalam memahami bacaan?
- T : Yang jelas itu membuat siswa lebih termotivasi, kalau untuk memahami tesk ya masih kurang ya karena anak juga masih sangat tergantung pada kamus seperti yang tadi saya bilang kalau vocab mereka juga tidak bagus, saya juga selalu bilang agar anak-anak bawa kamus.
- P : Dengan kegiatan tadi interaksi anak lebih baik tidak Bu?
- T : Susahnya disitu mbak, meskipun mereka satu kelompok kalau nggak cocok pada nggak mau, jadi bisa dibilang interaksinya kurang bagus.
- P : kalau menurut Ibu cara apa Bu yang bisa digunakan untuk meningkatkan kemampuan reading comprehension siswa.
- T : Kalau menurut saya, ya skimming scanning itu ya, mencari main ideanya , conclusion kan itu arahnya ke ujian nasional ya.
- P : Kalau menurut Ibu reciprocal teaching bisa membantu untuk memperbaiki reading comprehension siswa tidak Bu?
- T : Saya yakin bisa, ada hal yang baru anak tertarik untuk belajar memudahkan mereka untuk memahami bacaan.
- P : Begitu ya Bu.
- T : Sebenarnya saya tertarik tapi harus pindah ini.
- P : Ya Bu saya berterimakasih banyak Ibu sudah banyak membantu Bu.
- T : Ya saya juga minta maaf ini jadi tertunda dan sudah tidak bisa membantu lagi, maaf juga kalau selama ini saya ada salahnya mbak.
- P : sama-sama Bu saya juga minta maaf sering mengganggu waktu Ibu. Kalau begitu saya pamit dulu Bu.
- T : Semoga sukses dan lancar ya mbak.
- P : Amin, terimakasih Bu.

### **Interview transcript 5**

**Rabu, 23 Januari 2013**

**Ruang guru**

**P : Peneliti**

**T : Guru Bahasa Inggris**

P : Bu nanti kita ngobrol sebentar ya Bu.

T : Iya mbak tapi saya ngajar dulu

P : Sampai jam berapa ya Bu?

T : Nanti jam 12.00

P : Kalau begitu saya tunggu Bu.

T : Ya mbak

Setelah jam 12.00 P datang ke kantor guru dan menemui T.

T : Gimana mbak ada yang mau ditanyakan?

P : Iya Bu menurut ibu tadi bagaimana Bu saya mengajarnya.

T : Gene mbak saya lihat anak-anak masih banyak yang pada bingung, mereka perlu dijelaskan lagi.

P : Saya juga merasa begitu Bu, kemarin juga sudah dijelaskan diberi contoh tapi masih ada yang bingung. Saya lihat kemarin juga beberapa siswa tidak memperhatikan.

T : Gene aja mbak, besok di beri contoh lagi. Kalau anak SMP lain mungkin bisa mbak, tapi kalau sini nggak bisa mbak kalau gitu.

P : Ya Bu besok saya kasih contoh lagi saja Bu, memang sesuai dengan lesson plannya hasil diskusi kelompok didiskusikan di kelas jadi dari diskusi nanti semoga siswa semakin paham.

T : Iya gitu juga bisa, terus itu mbak yang mbandel di tegur yang keras, jangan lembut begitu anak-anak jadi meremehkan.

P : O iya Bu. Jadi besok masih menyelesaikan RPP yang ini Bu, jadi 1 RPP 3 kali masuk nggak papa ya Bu.

T : Ya, emang anak-anak sini gitu mbak sabar aja. Terus ini mbak kalau waktunya istirahat dikasih istirahat, anak sini tuh nggak bisa mbak kalau kepotong istirahat dibablaske ya mereka maunya istirahat, percuma juga

nanti mereka nggak focus nanti lebih susah lagi mengkondisikan mereka. Terus kalau jamnya habis ya sudah langsung di stop saja mbak

P : Oiya Bu, sepertinya itu saja Bu kalau begitu saya pamit dulu Bu, terima kasih Bu.

T : Ya mbak sama-sama.

### **Interview transcript 6**

**Sabtu, 26 January 2013**

**Ruang kelas**

**P : Peneliti**

**A/K/I : Alda, Kurniawati, Izagki**

P : Menurut kalian gimana ne belajar memahami tesk pakai RT?

I : Kalau aku paham mbak.

A : Tapi kalau aku baru dikit-dikit mbak kan baru sekali tho mbak.

K : Kalau aku belum mbak masih bingung?

P : Ooohh gitu, bingungnya apa?

K : Iya kan baru sekali mbak, jadi perlu banyak latihan terus dibantu lagi mbak.

P : RT cukup membantu kalian nggak dalam memahami tesk?

A : Membantu cie mbak, tapi masih bingung aja mbak.

K : Ya mbak.

P : RT cukup memotivasi kalian g?

A : Memotivasi mbak, semangat kan mikirnya bareng-bareng

K : Ya mbak jadi lebih tahu teknik-teknik membaca itu mbak.

I : Kalau aku termotivasi mbak, belum pernah kayak gene.

P : Diskusinya sendiri gimana?

I : Kal aq enak sie mbak.

K : Aku g enak mbak g seru anak-anaknya mbak.

P : Jadi tergantung kelompoknya ne.

S : Ya mbak



- P : Besuk aku acak aja, lho kemarin katanya mau kelompok belajar aja gitu.
- K : Iha iya, tapi nggak enak e mbak.
- P : Jadi gitu kalau kesimpulannya nie RT bikin kalian lebih mudah g dalam memahami teks
- A : Membantu mbak.
- K : Ya lagi aja mbak biar paham.
- P : Iya kita masih banyak latihan kok. Udah itu aja Kayaknya makasih ya.
- S : Iya mbak.

### **Interview transcript 7**

**Sabtu, 26 January 2013**

**Ruang guru**

**P : Peneliti**

**ET : Guru Bahasa Inggris**

ET : Gimana mbak.

R : Begini Bu, ini kan sudah selesai cycle 1, saya ingin diskusi saja dengan ibu kemarin kekurangannya apa dan sebaiknya besok bagaimana.

ET : Iya, kalau menurut saya sudah bagus, cuma anak-anak masih perlu arahan mbak, kan ini pertama juga buat mereka.

R : Iya Bu, Kalau diarahkan itu bisa Bu, tapi kalau saya pindah ke kelompok lain, beberapa kelompok pada males-malesan lagi Bu, kan nggak mungkin saya nunggu satu kelompok saja Bu. Begini Bu, kalau minggu depan saya team teaching dengan Ibu gimana Bu?

ET : Begini mbak, saya itu lagi sibuk mbak, jadi nggak bisa kalau hanya nemenin jadi observer saya masih bisa.

R : Kalau saya minta tolong teman gimana Bu? Soalnya kalau mendampingi banyak kelompok gitu saya keteteran, siswa juga rebutan dan ada yang merasa tidak diperhatikan. Lagian kalau sedang tidak didampingi malah pada guyon Bu.

ET : Ya gitu juga nggak papa mbak, kalau diskusi anak sini tuh pada ramai. Besuk diganti lagi aja kelompoknya mbak.

R : Iya Bu, kalau untuk cycle berikutnya saya bagi lagi saja Bu menjadi 8 kelompok dengan berhitung.

ET : iya gitu mbak biar nggak kebanyakan juga satu kelompoknya. Terus pelan-pelan aja mbak, kan mbak tahu sendiri anak-anak sini itu bagaimana.

R : Iya, kalau begitu ada yang perlu kita benahi lagi nggak Bu selain itu.

ET : Itu saja mbak.

R : Iya sudah kalau begitu saya pamit dulu, terimakasih ya Bu.

ET : Iya mbak, sama-sama.

### **Interview transcript 8**

**Senin, 4 Februari 2013**

**Ruang kelas**

**P : Peneliti**

**F : Frengky**

P : Lagi nggak sibuk kan? Aku tanya-tanya bentar ya.

F : Boleh mbak.

P : Menurut kamu gimana pembelajaran kemarin kita diskusi pakai RT?

F : Enak seru tapi karena faktor temen-temen jadi nggak fokus.

P : Gimana temen-temen?

F : Ramai itu lho mbak, jadi susah konsentrasinya.

P : Kalau kamu pakai RT membantu kamu dalam memahami tesk tidak ?

F : Iya mbak.

P : Kamu kesulitan nggak pas pake teknik predicting, clarifying, questioning, terus summarizing?

F : Nggak cie mbak.

P : Kamu PD nggak pas pke RT?

F : Percaya diri mbak.

P : Kalau penjelasan sendiri udah cukup belum atau masih kuarng contohnya?

F : Udah cie mbak, sekarang udah paham, cuma kalau pada rame jadi kurang bisa fokus.

- P : Kalau diskusinya sendiri gimana?
- F : Enak cie mbak kalau kelompok yang ini, kalau yang pertama itu nggak enak mbak.
- P : Oohh gitu, kayaknya udah cukup ne makasih ya.
- F : Iya mbak.

### **Interview transcript 9**

**Senin, 4 Februari 2013**

#### **Ruang kelas**

**P : Peneliti**

**S : Satria**

P : Satria aku mau nanya ne boleh nggak?

S : Nanya apa mbak?

P : Menurut kamu kemarin belajarnya gimana pas pakai teknik RT sambil diskusi?

S : Enak mbak.

P : Kamu lebih mudah tidak dalam memahami tesk kalau pake RT?

S : Agak mudah mbak.

P : Kalau menggunakan RT sendiri kamu sudah merasa bisa belum atau ada kesulitan?

S : Ya tergantung tesaknya mbak, kalau tesaknya gampang ya gampang mbak.

P : Ooo gitu. Kamu PD nggak kalau menggunakan RT?

S : Ya bisa mbak, kan bareng2 jadi saling membantu.

P : RT cukup membantu kamu tidak dalam memahami tesk?

S : Iya membantu.

P : Kalau menggunakan teknik RT sendiri kamu masih ada kesulitan tidak?

S : Nggak mbak.

P : Kamu termotivasi tidak dalam memahami tesk kalau pakai RT?

- S : Agak cukup mbak.
- P : Maksudnya?
- S : Ya nggak semuanya bisa mbak.
- P : Kalau diskusinya sendiri gimana?
- S : Nggak bisa e mbak.
- P : Kenapa?
- S : Pada rame mbak kan kegangganggu.
- P : Oohh gitu kayaknya udah cukup ne makasih ya.
- S : Iya mbak.

### **Interview transcript 10**

**Senin, 4 Februari 2013**

**Ruang kelas**

**R : Peneliti**

**D,U, T, dan N : Dyah, Uswatun, Tri, dan Novianggi**

- R : Mumpung istirahat kita ngobrol bentar boleh ne?
- T : Mau ngobrol apa mbak?
- R : Kemarin itu kita diskusi untuk memahami tesk dengan RT itu gimana menurut kalian?
- U : Enak mbak.
- N : Aku enak aja mbak.
- T : Enak mbak, kan mikirnya bareng-bareng.
- R : Kal kamu Dyah?
- D : Enak mbak.
- R : Kalau gitu kalian kesulitan tidak dalam mempraktikkan tahapan dari RT yang predicting, clarifying, questioning, sama summarizing?
- T : Kalau aku enggak mbak, kan kita saling membantu jadi nggak susah.
- U : Aku lumayan bisa.
- R : Kalau kalian?

D : Bisa mbak.

N : Lumayan bisa.

R : Kalau penjelasan dan contohnya masih kurang tidak?

D : Udah kok mbak, kalau dulu masih bingung sekarang udah nggak.

N : Udah jelas kok mbak.

R : Kalau kamu U dan T?

U&T : Udah mbak, udah paham sekarang.

R : RT memotivasi kalian tidak dalam memahami tesk?

T : Iya mbak jadi lebih gampang.

U : Memotivasi jadi lebih semangat.

D : Jadi beda aja mbak, jadinya ya semangat.

N : Memotivasi mbak.

R : Kalian percaya diri tidak saat menggunakan RT dalam memahami tesk?

N : Lumayan mbak.

U : Cukup kalau aku mbak.

D : Sedikit percaya diri.

T : Ya lumayan mbak.

R : Kalau diskusinya sendiri gimana.

T : Sebenarnya enak mbak, tapi kalau lagi ramai itu lho mbak jadi nggak enak,

U : Sama mbak kalau ramai gitu jadi terganggu.

D : Iya jadi nggak fokus itu lho mbak.

N : Ya kalau ramai jadi nggak enak mbak.

R : Gitu ya, kayaknya itu aja. Eemm makasih ya.

S : Iya mbak.

### **Interview transcript 11**

**Selasa, 5 Februari 2013**

**Ruang guru**

**P : Peneliti**

**T : Guru Bahasa Inggris**

P datang ke sekolah untuk berdiskusi dengan T. P tiba di sekolah pukul 09.00. karena T masih mengajar P menunggu sampai jam istirahat. P menemui T setelah jam istirahat.

R : Pagi Bu

T : Mbak, aduh aku lupa e mbak mau sms mbak, abis ini saya ada janji makan sama suami saya.

R : Terus bagaimana Bu, setelah itu saya bisa menemui Ibu jam berapa?

T : Jam 10.50 aja mbak, gimana?

R : Ya sudah saya tunggu kalau begitu.

T : Maaf ya mbak.

R : Ya nggak papa Bu.

Setelah jam 10.50 P kembali menemui T di ruang guru.

T : Gimana mbak?

R : Mau tanya aja Bu, kemarin saya ngajarnya gimana, kurangnya apa Bu.

T : Gene mbak kalau anak-anak sini mbak susah untuk di ajak diskusi, mereka malah banyak ngobrol dan guyonnya mbak, tapi memang itu ya mbak metodenya.

R : Iya Bu.

T : Gene aja, biar nggak terlalu ramai, kalau kelompoknya di sebar aja mbak yang cewek sama cowok, itu kemarin ada yang cowok sendiri cewek sendiri. Kan kalau campur mereka nggak terlalu banyak ngobrolnya.

R : Itu kemarin berdasarkan berhitung aja kok Bu, kalau gitu besok saya ganti. Terus ada lagi Bu?

T : Kalau ngajar itu mbak jangan suruh anak ikutin peraturan kita, harus begini, tapi coba disesuaikan dengan anaknya, jadi kita nggak bisa nyuruh anak ikutin peraturan kita, anak sini itu nggak mau diajak serius.

- R : Iya Bu, saya lihat juga begitu . Saya yang masih sulit itu bikin anak mau maju Bu ,itu lho Bu Deska sama Adi waktu saya dekati dan dan ajari bisa Bu, tapi kalau disuruh maju itu susah.
- T : Pelan-pelan aja mbak dipuji gitu mbak biar PD.
- R : Iya Bu, itu selalu saya lakukan. Kalau diskusi mereka jalan tapi kalau suruh maju susah sekali, padahal sudah saya panggil berkali-kali dan saya bilang kalau salah nggak papa. Kan saya mikirnya, mereka itu kan bias, kalau maju terus jadi contoh itu kan jadi tambah PD (percaya diri) Bu.
- T : Ya emang anak sini gitu mbak, pelan-pelan aja.
- R : Bu kalau RPP selanjutnya masuk ke cycle 3 gimana Bu?
- T : Iya saya terserah mbak aja, mbak mau pakai metode atau teknik apa aja saya nggak masalah yang penting anak-anak paham tentang recount.
- R : Terimakasih kalau begitu Bu, kalau gini Bu biar siswa yang pasif mau maju dan aktif terus biar tidak terlalu gaduh diskusinya kalau nggak saya tunggu di kasih point tambahan gimana menurut ibu? Kemarin itu anak-anak pada bilang kalau terlalu ramai mereka susah fokusnya Bu.
- T : Iya itu bisa mbak, kalau dikasih reward aja, misalnya di kasih permen tapi ngasihnya setelah pelajaran selesai biar nggak rame mbak.
- R : Iya Bu, kalau saya kasih buku dan pulpen bagi kelompok yang paling kompak ,aktif dan tertib gimana Bu kalau makanan nanti mala pada makan di kelas.
- T : Iya itu juga nggak papa.
- R : Ada yang lain lagi Bu masukkannya.
- T : Terus mbak itu anak-anak nggak usah disuruh berdoa, kan paginya sudah berdoa pada tadarus.
- R : Ya, Bu ada yang lain lagi nggak Bu.
- T : itu saja mbak.
- R : Ya sudah saya pamit dulu Bu, Terimakasih banyak ya Bu.
- T : Ya mbak sama-sama.

### **Interview transcript 12**

**Selasa, 5 Februari 2013**

**Rumah C**

**P : Peneliti**

**C : Kolaborator**

P mendatangi C untuk membicarakan langkah cycle ke 3 dan memberitahukan hasil diskusi terakhir bersama T.

P : Assalamualaikum..

C : Walaikumsalam, masukin aja motornya.

P : Iyooo.....yoo

C : Piye?

P : Gini tadi itu aq kan temuin T, beliau menyampaikan beberapa hal.

C : Lha terus.

P : Katanya kita jangan terlalu minta siswa ikut peraturan kita, jadi kita agak longgar dikitlah sama mereka.

C : Lha siswanya aja kayak gitu buandel ya tho.

P : Iya cie kalau di lembutin nglunjak, tapi kal dikerasin malah tambah bandel, terus ibunya minta kelompoknya dicampur cewek cowok.

C : Lha ceweknya ada berapa?

P : 10 anak, dikit jadi nanti satu kelompok ada yang dua ceweknya.

C : Mau dibikin 8 kelompok lagi.

P : Iya, nah nanti kamu bantu bagi sekalian oke.

C : Yo nanti, terus nanti kelompok yang cepet dikasih tambahan tugas lagi kemarin aku liat ada yang beberapa cepet ngerjainnya

P : Ya, tapi kanyaknya nggak pada mau lah, mereka mau diskusi dan ngerjakan aja aku bersyukur.

C : Ya udah apa lagi ne.

P : Kemarin itu dari interview anak-anak, pada terganggu kalau pada rame gitu jadi , aku bilang ma Bu Eni nanti mau kasih point plus buat kelompok yang



paling kompak, aktif dan tertib, tapi Bu Eni ngusulin reward dalam bentuk barang misalnya permen gitu.

C : Jangan makanan lah, kasih buku tulis aja yang gede itu lho.

P : Iya gitu aja, setuju aku tadi juga sepakat gitu sama Bu Eni

Kemudian setelah selesai berdiskusi P pamit pulang.

### **Interview transcript 13**

**Rabu, 6 Februari 2013**

**Rumah C**

**R : Peneliti**

**C : Kolaborator**

R : Menurutmu gimana thu tadi anak-anak? aku liat anak-anak udah bisa dan benar-benar menikmati diskusi.

C : Ya ini perkembangan yang bagus, anak-anak udah tahu mereka musthi ngapain mereka udah paham. Mereka juga antusias thu. Tadi udah ada beberapa kelompok yang diskusinya sudah sampai summation, padahal tadi cuma diminta sampai clarifying dulu.

R : Iya aku juga kaget mereka gitu, menurutmu mereka motivasinya gimana.

C : Pada tambah semangat kok gitu, rewardnya berfungsi lah.

R : Iya.

C : Kalau clarificationnya diskusi kelas gimana? Anak-anak ditunjuk satu-satu suruh tulis kata sulitnya .

R : Dulu aku liat gurunya nunjuk satu-satu anaknya, dan itu ngabisin 2 jam pelajaran dan semua kata dalam tesk malah ditanyakan ma anak-anak, itu kan mereka jadi gampang ke.

C : Iya di bikin per kalimat aja.

R : Iya aku pertimbangkan, tapi nanti siswa jadi gampang ke takutnya jatuhnya malah translation nanti. Aku lihat anak-anak udah bisa di bagian clarification.

C : Iya cie, cuma besok kalau mau ditambah lagi ya jangan holiday lagi tesnya ya.

R : Oke. Besok kan lanjut diskusi lagi ne terus kalau abis itu kan latihan soalnya dijadikan tugas aja gimana, terus post-test. Udah ada perkembangan juga kok.

- C : Gitu juga nggak papa, siswa udah menunjukkan perubahan kok, udah pada termotivasi dan sebagian besar udah bisa pakai RT tanpa bimbingan kita. Kalau masalah rame, mereka itu emang kerjanya gitu harus pake rame dan gojek, jadi nggak bisa serius.
- R : Ya udah kal gitu aku sama T aja, sekalian minta masukan lagi ini tentang rencana kita buat stop.
- C : Besuk T udah ke sekolah tho?
- R : Iya kan kemarin T cuma 3 hari workshopnya.
- C : Ooo... ya udah kal gitu.
- R : Yo uwis aku pulang aja dulu, kamu mau masak tho?
- C : Yo nggak papa.
- R : Makasih banyak ya, tapi 2 pertemuan besuknya kamu bisa tho?
- C : Bisa kok.
- R : Ya udah pamit aku, assalamualaikum.
- C : Walaikumsalam.

#### **Interview transcript 14**

**Sabtu, 9 February 2013**

**Ruang guru**

**R : Peneliti**

**T : Guru Bahasa Inggris**

R tiba di sekolah pukul 12.10, karena T masih mengajar R menunggu T. Setelah T selesai mengajar R menemui T di ruang guru.

T : Sini mbak, maaf tadi saya sibuk banget.

R : Iya nggak pa-pa Bu.

T : Gimana mba?

R : Ini mau tanya gimana menurut ibu implementasi kemarin?

T : Sudah ada perkembangan mbak, udah lebih baik dari sebelumnya.

R : Kalau motivasi siswa sendiri gimana menurut Ibu?

T : Udah bagus cie mbak motivasinya, cuma beberapa aja yang masih ngobrol pas diskusi.

R : Ooo... itu kemarin beberapa kelompok sudah pada selesai Bu diskusinya jadi pada ngobrol, kemarin cuma saya bilang jangan keras-keras ngobrolnya nanti mengganggu yang masih mengerjakan.

T : Ooo... gitu.

R : Kalau aktivitasnya sendiri gimana Bu?

T : Aktivitasnya emang itu aja ya mbak?

R : Iya Bu, cuma kelompoknya saya ganti-ganti kan itu Bu sesuai masukan Ibu kemarin cewek dengan cowok, dan dengan reward itu gimana Bu?

T : Iya cie siswa lebih termotivasi juga, dan lebih mau kerja.

R : Kalau siswa sendiri menurut ibu sudah lebih percaya diri belum Bu?

T : Saya lihat udah pada bisa, cuma kalau ada yang di suruh maju nggak mau tunjuk lagi aja aja mbak anaknya.

R : Iya Bu, kalau menurut ibu bagaiman interaksi antar siswa?

T : Sudah bagus kok mbak.

R : Kalau interaksi saya dan siswa sendiri Bu gimana?

T : Mbak udah bagus kok kemarin.

R : Berarti kalau ini dijadikan cycle terakhir gimana Bu?

T : Iya nggak papa, siswa juga saya lihat sudah pada bisa.

R : Jadi besok jumat saya lakukan post-test, rabunya tugas Bu.

T : Seninnya mbak?

R : Seninnya saya lakukan evaluasi saja Bu.

T : Ya sudah kalau begitu, saya kan besok nggak bisa nemenin mbak karena ada workshop lagi dua minggu ini mbak.

R : Iya Bu, besok saya sama teman saya kok Bu, jadi saya menemui Ibu lagi setelah ibu selesai workshopnya ya Bu.

T : Iya gitu, kalau sudah selesai saya sudah di sekolah kok mbak.

R : Karena sudah cukup saya pamit Bu.

T : O iya mbak, bareng aja ke depannya.

R : O iya Bu. Terimakasih banyak Bu.

T : Iya sama-sama mbak.

### **Interview transcript 15**

**Selasa, 19 Februari 2013**

**Ruang kelas**

**P : Peneliti**

**A, F, R : Adit, Frengky, Rio**

P : Aku nanya ya sambil istirahat ne pumpung lagi pada kumpul.

R : Apa e mbak?

P : Cuma nanya tentang belajar kita kemarin.

R : Aku abisin dulu maemku ya, nanti ya. Tak dulang dulu mbak, mau nggak?

P : Emoh aku.

R : Nek mau tak dulang aku mau wis ditanya.

P : Udah kamu nanti aja maem dulu.

R : Oke mbak.

P : Kamu gimana dit kemarin kita belajar pakai reiprocal teaching sambil diskusi itu.

A : Ya jadi agak gampang cie mbak.

P : RT memotivasi kamu nggak dalam belajar memahami tesk?

A : Lebih semangat mbak.

P : Kalau teknik dari RT sendiri cukup membantu kamu nggak dalam memahami tesk?

A : Membantu.

P : Kamu kesulitan nggak pas memakai teknik itu?

A : Nggak cie mbak cuma, yang summarizing itu mbak kadang masih bingung.

R : Bingung gimana?

A : Iya bingung bikin kalimatnya, kalau bahasa Indonesianya aku mudeng.

R : Kalau cari main idea dari paragraph gitu bisa kan?

- A : Kalau itu bisa mbak.
- R : Kemarin sudah dijelaskan berkali-kali itu kok nggak tanya aja?
- A : Kalau pas dijelasin gitu mudeng aku mbak, tapi kalau textnya beda lagi jadi suka bingung.
- P : Emm gitu, Kalau pakai RT kamu PD nggak?
- A : Lumayan mbak.
- P : Kalau kegiatan diskusinya gimana?
- A : Nyantai cie mbak enak2 aja.
- P : Kemarin itu kan saya kasih reward thu hadiah buat kelompok yang paling kompak, hal itu cukup memotivasi kamu nggak?
- A : Memotivasi mbak.
- P : Kayaknya udah cukup ne, sekarang kamu Frengky.
- F : Aku tho mbak, oke.
- P : Aku mau nanya ne kemarin kita belajar diskusi terus pake teknik RT thu gimana?
- F : Enak mbak, seru mbak.
- P : Kalau teknik dari RT itu cukup membantu kamu tidak dalam memahami teks?
- F : Cukup bisa mbak.
- P : Kalau menggunakan teknik reciprocal teaching itu kamu kesulitan nggak?
- F : Susah susah gampang, tergantung teksnya tho mbak.
- P : Oooh jadi tergantung tesaknya juga tho.
- F : Iya lah mbak.
- P : RT cukup memotivasi kamu nggak dalam belajar memahami tesak?
- F : Cukup memotivasi mbak.
- P : Kalau diskusinya gimana?
- F : Ya kemarin thu nggak nyambung mbak ma kelompoknya.
- P : Jadi tergantung kelompoknya juga gitu.
- F : Ya iya tho mbak, wong kemarin kelompoknya itu beda-beda mikirnya.

- P : Tapi setelah diskusi jadi kan, ketemu hasilnya.
- F : Ya iya mbak, tapi jadi lama selesainya.
- P : Namanya juga belajar, kan kalian beda-beda pikiranya ya wajar tho.
- F : Iya cie mbak.
- P : Menurut kamu hadiah kemarin yang saya kasih memotivasi kamu nggak?
- F : Iya lah mbak pa lagi yang dapet kelompok saya mbak. Apalagi kalau tiap minggu dikasih hadiah gitu seneng aku mbak.
- P : Maunya kamu itu, ya udah gantian Rio ne udah tho makannya?
- R : Udah mbak, mau tanya apa?
- P : Kalau pembelajaran kemaren ne yang kita menggunakan teknik RT sambil diskusi thu gimana?
- R : Enak mbak, jadi bisa.
- P : Teknik dari RT yang predicting, clarifying, questioning, sama summarizing itu membantu kamu dalam memahami teks tidak?
- R : Sangat membantu mbak.
- P : Kamu kesulitan tidak menggunakan teknik itu?
- R : Kebanyakan nggak sulit mbak.
- P : Maksudnya?
- R : Ya tidak begitu sulit mbak.
- P : RT memotivasi kamu nggak dalam memahami teks?
- R : Ya mbak.
- P : Kamu merasa percaya diri nggak pas menggunakan teknik-teknik RT?
- R : Ya mbak, jadi nggak suka nyonto.
- P : Kalau diskusinya gimana?
- R : Enak mbak kemarin kompak , kelompokku enak-enak.
- P : Pas kamu diskusi apa yang kamu rasakan.
- R : Jadi semangat.
- P : Kalau reward yang saya kasih kemarin itu memotivasi kamu nggak?

- R : Ya memotivasi, meskipun aku nggak dapet.
- P : Kalau gitu menurut kalian kesimpulannya ne RT membantu kamu tidak dalam memahami teks?
- S : Belajar bahasa Inggris jadi menyenangkan, jadi lebih mudah.
- P : Jadi kalian terbantu dengan mempraktikkan teknik-teknik RT ya?
- S : Iya mbak.
- P : Kalau gitu udah ne, udah mau masuk kan.
- F : Mbak besok jangan Top tapi Beng-beng itu lho mbak.
- P : Udah habis tho ya udah, aku pulang dulu makasih banyak ya.
- S : Iya mbak sama-sama.

### **Interview transcript 16**

**Selasa, 19 Februari 2013**

**Ruang kelas**

**R : Peneliti**

**A, I, BO, BA, F, dan K : Alda, Izagi, Yosita, Bismo, Bagas, Farah, Kurniawati**

**S : Semua siswa**

- R : Aku ganggu bentar ya mau nanya ne jawabnya bareng aja ya.
- I : Nanya apa mbak
- R : Kemarin itu kalian belajar memahami teks pake RT sambil diskusi thu gimana?
- F : Asyik mbak.
- K : Ya mbak seru.
- BA : Rame mbak hahaha.....
- Y : Kal aku enak cie mbak.
- R : Kalau kamu Bismo?
- BO : Siip mbak.
- P : Kalian kesulitan tidak pas menggunakan RT?

K : Nggak cie mbak, udah donk sekarang.

BA : Enak kok mbak.

R : Kalian percaya diri nggak pas membaca menggunakan RT?

A : Percaya diri lah mbak.

Y : PD-PD aja cie mbak.

BA : Udah mantep kalau ngerjain.

BO : Udah PD mbak.

I : Kalau aku PD mbak, dari pertama juga udah PD.

S : HUUU... sombong.

R : Kalau RT sendiri cukup membantu kalian tidak dalam memahami teks?

F : Membantu mbak.

A : Iya jadi gampang memahaminya.

I : Lebih donk kalau membaca teks mbak.

Y : Jadi enak aja mbak.

R : Kalau RT memotivasi kalian tidak dalam belajar memahami teks?

BO : Ya mbak jadi semangat.

A : Jadi asyik mbak bareng-bareng gitu.

R : Kalau diskusinya sendiri gimana.

F : Kalau aku enak banget mbak kelompokku asyik.

I : Enak mbak kan bisa saling membantu gitu.

A : Kalau aku sulit e mbak.

R : Sulit gimana.

A : Lha beda-beda e mbak mikirnya jadi suka sulit gitu mbak.

R : Jadi tergantung anggota kelompoknya juga ya?

Y : Iya mbak.

BO : Iya mbak kalau anak-anaknya enak jadi enak mbak.



R : Ooohhh gitu kalau dengan reward kemarin yang saya kasih memotivasi kalian nggak?

K : Ya mbak.

A : Bikin semangat mbak

F : Jadi semangat mbak, tapi kelompokku nggak dapet e mbak, kan kelompokku itu kompak lho mbak.

Y : Ya mbak kelompokku juga kompak.

R : Ya kan saya pilih yang paling kompak selama proses diskusi gitu. Kalau kamu Gas?

BA : Aku semangat lah mbak, itu baru sekali lho mbak aku dapet hadiah kayak gitu.

F : Besuk lagi aja mbak diskusinya.

R : Lho kan saya udah selesai ngajarnya.

A : Ya besok ngajarnya disini.

R : Doakan aja ya, ya sudah kesimpulannya gimana ini apakah RT membantu kalian dalam memahami tesk?

I : Ya mbak

BO : He'e jadi gampang mbak.

R : Kalau gitu diinget terus itu bisa sangat membantu saat kalian ujian, apalagi kalau udah biasa kalian nggak perlu tabel kalian catet thu dikepala kalian, bisa kalian.

K : Insyallah mbak.

R : Ya sudah udah cukup ne makasih banyak ya.

Y : Ya mbak besok lagi mbak ini topnya kurang mbak.

BO : He'e mbak.

P : Ehh ya nanti kalau banyak-banyak gupis.

F : Apa itu mbak.

P : Itu lho gigimu nanti item-item itu lho kayak simbah-simbah. Ya udah aku mau pulang dulu, makasih banyak ya.

S : Iya mbak sama-sama, besok lagi mbak.



# **APPENDIX C: OBSERVATION CHECKLIST**

### Observasi Kelas sebelum Impementasi

Hari : Jumat

Tgl : 18 Januari 2013

Waktu : 09.30-10.40

Tempat : SMP N 13 Yogyakarta

No.	Aspek yang diamati	Deskripsi hasil pengamatan
A.	Perangkat pembelajaran	
	1. Kurikulum Tingkat Satuan Pembelajaran ( KTSP)	Guru mengajar dengan berpedoman pada KTSP.
	2. Silabus	Silabus dibuat sebagai pedoman pembuatan RPP.
	3. Rencana Pelaksanaan Pembelajaran	RPP dibuat berdasarkan SK/KD pada semester tersebut dengan materi narative text.
B.	Proses Pembelajaran	
	1. Cara membuka pelajaran	Guru membuka pelajaran dengan mengucapkan salam dan menyapa siswa.
	2. Cara menyampaikan materi	Guru menyampaikan materi dengan membangun pengetahuan siswa tentang narative text, kemudian guru memberi penjelasan dengan menuliskan pengertian, generic structure, feature dan fungsi dari narrative text.
	3. Cara menyampaikan teks	Guru menyampaikan text dengan memberikan selemba kertas yang berisi text dan soal latihan. Guru membacakan text untuk siswa.
	4. Cara memberikan contoh dalam memahami teks	Guru tidak memberikan contoh.
	5. Cara memahami isi bacaan dalam teks	Guru meminta siswa mencari kata sulit dikamus, jika siswa masih bingung siswa diminta melihat konteks pada text tersebut.
	6. Cara mengecek (mencari tahu) pemahaman siswa	Guru bertanya apakah siswa memiliki pertanyaan atau tidak setelah guru memberi penjelasan.
	7. Hal yang dilakukan jika tidak ada siswa yang bertanya	Guru tidak memberikan penjelasan lebih lanjut dan melanjutkan ke aktivitas yang lain.

	8. Cara memberikan latihan soal	Guru memberikan latihan soal dalam selembar kertas dan meminta siswa mengerjakan.
	9. Cara mendampingi siswa dalam mengerjakan soal	Guru berkeliling ruang kelas untuk melihat pekerjaan siswa, dan membantu siswa yang bertanya.
	10. Hal yang dilakukan jika siswa meminta penjelasan kembali mengenai materi	Guru memberikan penjelasan.
	11. Hal yang dilakukan jika siswa bertanya mengenai arti dari sebuah kosakata	Guru meminta siswa membuka kamus, saat siswa tidak mengerti guru memberitahukan arti kata tersebut.
	12. Cara menjelaskan atau memahami latihan soal pada siswa yang mengalami kesulitan dalam mengerjakannya	Guru mengartikan perintah mengerjakan pada lembar soal.
	13. Hal yang dilakukan jika ada siswa yang tidak mau mengerjakan latihan soal	Guru menegur siswa dan meminta siswa tersebut mengerjakan.
	14. Cara memotivasi siswa	Guru memberi reward dengan memuji siswa.
	15. Cara guru membangun interaksi dengan siswa	Guru berkeliling saat siswa mengerjakan latihan soal.
	16. Cara guru membangun interaksi antara siswa dengan siswa	-
	17. Cara guru membangun kerjasama antara siswa dengan siswa	Guru memperbolehkan siswa saling membantu dengan teman sebangku dalam mengerjakan soal latihan.
	18. Cara mengoreksi atau memeriksa pekerjaan siswa	Guru menunjuk siswa untuk menulis jawaban mereka di papan tulis.
	19. Cara mengevaluasi pekerjaan siswa	Guru bertanya tentang kesulitan siswa dalam mengerjakan soal latihan.
	20. Cara mengevaluasi pelajaran	Guru melakukan tanya jawab dengan siswa terkait pelajaran dan kesulitan siswa dalam memahami materi pelajaran.
	21. Cara menutup pelajaran	Guru memimpin berdoa dan mengucapkan salam.
C.	Perilaku siswa di dalam kelas	
	1. Perilaku siswa saat guru memberi salam (membuka pelajaran)	Sebagian besar siswa merespon dan membalas salam dari guru.
	2. Perilaku siswa saat guru menyampaikan materi	Hanya sebagian siswa yang memperhatikan, siswa lain sibuk menggambar, mengobrol, dan mengoperasikan hand phone mereka.
	3. Perilaku siswa saat guru memberikan contoh	Hanya sebagian siswa yang memperhatikan, siswa lain sibuk menggambar, mengobrol, dan mengoperasikan hand phone mereka.

4. Perilaku siswa saat guru menanyakan kesulitan siswa	Siswa tidak mengambil kesempatan tersebut untuk bertanya.
5. Perilaku siswa saat guru memberikan latihan soal	Beberapa siswa tampak malas untuk mengerjakan.
6. Perilaku siswa saat guru mendampingi siswa dalam mengerjakan latihan soal	Hanya beberapa siswa yang meminta bantuan pada guru.
7. Perilaku siswa saat guru menanyakan kesulitan siswa	Siswa tidak bertanya dan mengatakan bahwa mereka sudah bisa.
8. Perilaku siswa saat guru mengoreksi atau memeriksa pekerjaan siswa	Guru harus menunjuk siswa, agar siswa mau maju ke depan untuk menulis jawaban mereka di papan tulis. Beberapa siswa tidak memperhatikan saat guru memberi koreksi pada pekerjaan mereka.
9. Perilaku siswa saat guru mengevaluasi pekerjaan siswa	Hanya beberapa siswa yang merespon, mereka juga tidak mengambil kesempatan tersebut untuk bertanya.
10. Perilaku siswa saat guru mengevaluasi pelajaran	Hanya beberapa siswa yang menjawab dan merespon pertanyaan dari guru.
11. Perilaku siswa saat guru menutup pelajaran	Siswa membalas salam dari guru, namun ada beberapa siswa yang sibuk mengobrol.

### Observation Checklist

Day : Monday - Friday  
 Date : 21 January - 25 January

Time :

Place :

Check each item in the columns that most clearly represents your observation.

No	Observation items	Yes	No
A.	The teaching instrument		
	1. The teacher uses a course grid as base in making lesson plan.	✓	
	2. The teaching uses a lesson plan.	✓	
B.	The teaching and learning process		
	a. Pre-teaching		
	1. The teacher greets the students.	✓	
	2. The students respond to the greeting.	✓	
	3. The teacher leads students to pray.	✓	
	4. The teacher checks students' attendance.		✓
	5. The teacher activates students' background knowledge.	✓	
	6. The teacher tells the teaching learning goal.	✓	
	b. While-teaching		
	1. The students are ready to learn the materials.		✓
	2. The teacher explains about recount text to the students.	✓	
	3. The students check students' understanding about recount text.	✓	
	4. The teacher explains the stages of reciprocal teaching.	✓	
	5. The teacher gives an example how to apply the stages of reciprocal teaching.	✓	
	6. The teacher invites students to apply the stages of reciprocal teaching with her.	✓	
	7. The teacher checks students' understanding about reciprocal teaching.	✓	
	8. The teacher divides students in groups	✓	
	9. The teacher asks students to predict about the text as the first step of reciprocal teaching.	✓	
	10. The students tell their prediction.	✓	
	11. The teacher asks students to discuss the text in their groups.	✓	
	12. The students discuss about the text.	✓	
	13. The teacher helps students while they are discussing the text.	✓	
	14. The teacher asks students to clarify their prediction about the text.	✓	
	15. The students and teacher clarify the text together.	✓	
	16. The teacher asks students to make questions about the text in groups.	✓	

17. The students make questions about the text.	✓	
18. The teacher asks students to share their questions in groups.	✓	
19. The teacher and students question the text.	✓	
20. The teacher asks students to summarize the text in groups.	✓	
21. The teacher helps students in summarizing the text.	✓	
22. The teacher asks students to share their summary.	✓	
23. The teacher and students discuss the summary of the text.	✓	
c. Closing		
1. The teacher and students review the lesson.	✓	
2. The teacher and students evaluate the lesson	✓	
3. The teacher asks students' difficulties during they are applying each strategies of reciprocal teaching.	✓	
4. The teacher leads students to pray.	✓	
5. The teacher greets students.	✓	
6. The students respond to the teacher' greeting.	✓	
d. Students' behaviour in the class		
1. The students respond when the teacher activates their background knowledge.		✓
2. The students keep their attention when the teacher explains the material and gives them examples.	✓	
3. The students respond when the teacher asks their understanding of the materials.	✓	
4. The students are enthusiastic when they are working in groups.	✓	
5. The students are enthusiastic when they are leading the discussion in groups.		✓
6. The students are active in the discussion.		✓
7. The students are enthusiastic when they share their discussions result in the class.		✓
8. The students are enthusiastic when they are applying the reading techniques.		✓
9. The students are confident in applying the reading techniques of the reciprocal teaching.		✓
10. The students are confident when they share their idea.		✓
11. The students respond when the teacher evaluates the lesson.	✓	
12. The students respond when the teacher asks their difficulties in applying reading techniques of the reciprocal teaching.	✓	

*Olmem*  
Nuraini Hikmawa



### Observation Checklist

Day : Wednesday - Monday  
 Date : 30 January - 4 January  
 Time :  
 Place :

Check each item in the columns that most clearly represents your observation.

No	Observation items	Yes	No
A.	The teaching instrument		
	1. The teacher uses a course grid as base in making lesson plan.	✓	
	2. The teaching uses a lesson plan.	✓	
B.	The teaching and learning process		
	a. Pre-teaching		
	1. The teacher greets the students.	✓	
	2. The students respond to the greeting.	✓	
	3. The teacher leads students to pray.	✓	
	4. The teacher checks students' attendance.	✓	
	5. The teacher reviews the reciprocal teaching stages.	✓	
	6. The teacher tells the teaching learning goal.	✓	
	b. While-teaching		
	1. The students are ready to learn the materials.	✓	
	2. The teacher gives explanation and models how to practise reciprocal teaching stages.	✓	
	3. The teacher divides students in groups	✓	
	4. The teacher asks students to predict about the text as the first step of reciprocal teaching.	✓	
	5. The students tell their prediction.	✓	
	6. The teacher asks students to discuss the text in their groups.	✓	
	7. The students discuss about the text.	✓	
	8. The teacher helps students while they are discussing the text.	✓	
	9. The teacher asks students to clarify their prediction about the text.	✓	
	10. The students and teacher clarify the text together.	✓	
	11. The teacher asks students to make questions about the text in groups.	✓	
	12. The students make questions about the text.	✓	
	13. The teacher asks students to share their questions in groups.	✓	
	14. The teacher and students question the text.	✓	
	15. The teacher asks students to summarize the text in groups.	✓	
	16. The teacher helps students in summarizing the text.	✓	
	17. The teacher asks students to share their summary.	✓	
	18. The teacher and students discuss the summary of the text.	✓	



c. Closing		
1. The teacher and students review the lesson.	✓	
2. The teacher and students evaluate the lesson.	✓	
3. The teacher asks students' difficulties during they are applying each strategies of reciprocal teaching.	✓	
4. The teacher leads students to pray.	✓	
5. The teacher greets students.	✓	
6. The students respond to the teacher' greeting.	✓	
d. Students' behaviour in the class		
1. The students respond when the teacher activates their background knowledge.	✓	
2. The students keep their attention when the teacher explains the material and gives them examples.	✓	
3. The students respond when the teacher asks their understanding of the materials.	✓	
4. The students are enthusiastic when they are working in groups.	✓	
5. The students are enthusiastic when they are leading the discussion in groups.	✓	
6. The students are active in the discussion.	✓	
7. The students are enthusiastic when they share their discussions result in the class.	✓	
8. The students are enthusiastic when they are applying the reading techniques.	✓	
9. The students are confident in applying the reading techniques of the reciprocal teaching.	✓	
10. The students are confident when their share their idea.	✓	
11. The students respond when the teacher evaluates the lesson.	✓	
12. The students respond when the teacher asks their difficulties in applying reading techniques of the reciprocal teaching.	✓	

*Ofm emf*

Nuraini Hikmawati, Spd


### Observation Checklist

Day : Wednesday - Monday  
 Date : 30 January - 4 January  
 Time :  
 Place :

Check each item in the columns that most clearly represents your observation.

No	Observation items	Yes	No
A.	The teaching instrument		
	1. The teacher uses a course grid as base in making lesson plan.	✓	
	2. The teaching uses a lesson plan.	✓	
B.	The teaching and learning process		
	a. Pre-teaching		
	1. The teacher greets the students.	✓	
	2. The students respond to the greeting.	✓	
	3. The teacher leads students to pray.	✓	
	4. The teacher checks students' attendance.	✓	
	5. The teacher reviews the reciprocal teaching stages.	✓	
	6. The teacher tells the teaching learning goal.	✓	
	b. While-teaching		
	1. The students are ready to learn the materials.	✓	
	2. The teacher gives explanation and models how to practise reciprocal teaching stages.	✓	
	3. The teacher divides students in groups	✓	
	4. The teacher asks students to predict about the text as the first step of reciprocal teaching.	✓	
	5. The students tell their prediction.	✓	
	6. The teacher asks students to discuss the text in their groups.	✓	
	7. The students discuss about the text.	✓	
	8. The teacher helps students while they are discussing the text.	✓	
	9. The teacher asks students to clarify their prediction about the text.	✓	
	10. The students and teacher clarify the text together.	✓	
	11. The teacher asks students to make questions about the text in groups.	✓	
	12. The students make questions about the text.	✓	
	13. The teacher asks students to share their questions in groups.	✓	
	14. The teacher and students question the text.	✓	
	15. The teacher asks students to summarize the text in groups.	✓	
	16. The teacher helps students in summarizing the text.	✓	
	17. The teacher asks students to share their summary.	✓	
	18. The teacher and students discuss the summary of the text.	✓	

c. Closing		
1. The teacher and students review the lesson.	✓	
2. The teacher and students evaluate the lesson	✓	
3. The teacher asks students' difficulties during they are applying each strategies of reciprocal teaching.	✓	
4. The teacher leads students to pray.	✓	
5. The teacher greets students.	✓	
6. The students respond to the teacher' greeting.	✓	
d. Students' behaviour in the class		
1. The students respond when the teacher activates their background knowledge.	✓	
2. The students keep their attention when the teacher explains the material and gives them examples.	✓	
3. The students respond when the teacher asks their understanding of the materials.	✓	
4. The students are enthusiastic when they are working in groups.	✓	
5. The students are enthusiastic when they are leading the discussion in groups.	✓	
6. The students are active in the discussion.	✓	
7. The students are enthusiastic when they share their discussions result in the class.	✓	
8. The students are enthusiastic when they are applying the reading techniques.	✓	
9. The students are confident in applying the reading techniques of the reciprocal teaching.	✓	
10. The students are confident when their share their idea.	✓	
11. The students respond when the teacher evaluates the lesson.	✓	
12. The students respond when the teacher asks their difficulties in applying reading techniques of the reciprocal teaching.	✓	

  
Evamaria AS



## Observation Checklist

Day : Wednesday - Wednesday  
 Date : 6 February - 13 February  
 Time :  
 Place :

Check each item in the columns that most clearly represents your observation.

No	Observation items	Yes	No
A.	The teaching instrument		
	1. The teacher uses a course grid as base in making lesson plan.	✓	
	2. The teaching uses a lesson plan.	✓	
B.	The teaching and learning process		
	a. Pre-teaching		
	1. The teacher greets the students.	✓	
	2. The students respond to the greeting.	✓	
	3. The teacher leads students to pray.	✓	
	4. The teacher checks students' attendance.	✓	
	5. The teacher reviews the reciprocal teaching stages.	✓	
	6. The teacher tells the teaching learning goal.	✓	
	7. The teacher tells that she will give a reward to the best group.	✓	
	b. While-teaching		
	1. The students are ready to learn the materials.	✓	
	2. The teacher divides students in groups	✓	
	3. The teacher asks students to predict about the text as the first step of reciprocal teaching.	✓	
	4. The students tell their prediction.	✓	
	5. The teacher asks students to discuss the text in their groups.	✓	
	6. The students discuss about the text.	✓	
	7. The teacher helps students while they are discussing the text.	✓	
	8. The teacher asks students to clarify their prediction about the text.	✓	
	9. The students and teacher clarify the text together.	✓	
	10. The teacher asks students to make questions about the text in groups.	✓	
	11. The students make questions about the text.	✓	
	12. The teacher asks students to share their questions in groups.	✓	
	13. The teacher and students question the text.	✓	
	14. The teacher asks students to summarize the text in groups.	✓	
	15. The teacher helps students in summarizing the text.	✓	
	16. The teacher asks students to share their summary.	✓	
	17. The teacher and students discuss the summary of the text.	✓	
	c. Closing	✓	

1. The teacher and students review the lesson.	✓	
2. The teacher and students evaluate the lesson.	✓	
3. The teacher asks students' difficulties during they are applying each strategies of reciprocal teaching.	✓	
4. The teacher gives a reward to the best group.	✓	
5. The teacher leads students to pray.	✓	
6. The teacher greets students.	✓	
7. The students respond to the teacher's greeting.	✓	
d. Students' behaviour in the class		
1. The students respond when the teacher activates their background knowledge.	✓	
2. The students keep their attention when the teacher explains the material and gives them examples.	✓	
3. The students respond when the teacher asks their understanding of the materials.	✓	
4. The students are enthusiastic when they are working in groups.	✓	
5. The students are enthusiastic when they are leading the discussion in groups.	✓	
6. The students are active in the discussion.	✓	
7. The students are enthusiastic when they share their discussions result in the class.	✓	
8. The students are enthusiastic when they are applying the reading techniques.	✓	
9. The students are confident in applying the reading techniques of the reciprocal teaching.	✓	
10. The students are confident when they share their idea.	✓	
11. The students respond when the teacher evaluates the lesson.	✓	
12. The students respond when the teacher asks their difficulties in applying reading techniques of the reciprocal teaching.	✓	

*Olmem*

Nuraini Hikmawati, Spd

## Observation Checklist

Day : Wednesday - Wednesday  
 Date : 6 February - 13 February  
 Time :  
 Place :

Check each item in the columns that most clearly represents your observation.

No	Observation items	Yes	No
A.	The teaching instrument		
	1. The teacher uses a course grid as base in making lesson plan.	✓	
	2. The teaching uses a lesson plan.	✓	
B.	The teaching and learning process		
	a. Pre-teaching		
	1. The teacher greets the students.	✓	
	2. The students respond to the greeting.	✓	
	3. The teacher leads students to pray.	✓	
	4. The teacher checks students' attendance.	✓	
	5. The teacher reviews the reciprocal teaching stages.	✓	
	6. The teacher tells the teaching learning goal.	✓	
	7. The teacher tells that she will give a reward to the best group.	✓	
	b. While-teaching		
	1. The students are ready to learn the materials.	✓	
	2. The teacher divides students in groups	✓	
	3. The teacher asks students to predict about the text as the first step of reciprocal teaching.	✓	
	4. The students tell their prediction.	✓	
	5. The teacher asks students to discuss the text in their groups.	✓	
	6. The students discuss about the text.	✓	
	7. The teacher helps students while they are discussing the text.	✓	
	8. The teacher asks students to clarify their prediction about the text.	✓	
	9. The students and teacher clarify the text together.	✓	
	10. The teacher asks students to make questions about the text in groups.	✓	
	11. The students make questions about the text.	✓	
	12. The teacher asks students to share their questions in groups.	✓	
	13. The teacher and students question the text.	✓	
	14. The teacher asks students to summarize the text in groups.	✓	
	15. The teacher helps students in summarizing the text.	✓	
	16. The teacher asks students to share their summary.	✓	
	17. The teacher and students discuss the summary of the text.	✓	
	c. Closing		



1. The teacher and students review the lesson.	✓	
2. The teacher and students evaluate the lesson.	✓	
3. The teacher asks students' difficulties during they are applying each strategies of reciprocal teaching.	✓	
4. The teacher gives a reward to the best group.	✓	
5. The teacher leads students to pray.	✓	
6. The teacher greets students.	✓	
7. The students respond to the teacher' greeting.	✓	
d. Students' behaviour in the class		
1. The students respond when the teacher activates their background knowledge.	✓	
2. The students keep their attention when the teacher explains the material and gives them examples.	✓	
3. The students respond when the teacher asks their understanding of the materials.	✓	
4. The students are enthusiastic when they are working in groups.	✓	
5. The students are enthusiastic when they are leading the discussion in groups.	✓	
6. The students are active in the discussion.	✓	
7. The students are enthusiastic when they share their discussions result in the class.	✓	
8. The students are enthusiastic when they are applying the reading techniques.	✓	
9. The students are confident in applying the reading techniques of the reciprocal teaching.	✓	
10. The students are confident when their share their idea.	✓	
11. The students respond when the teacher evaluates the lesson.	✓	
12. The students respond when the teacher asks their difficulties in applying reading techniques of the reciprocal teaching.	✓	

*Amel*  
Emma A.S

# **APPENDIX D: INTERVIEW GUIDELINE**



### **Interview Guideline before Implementation**

#### **A. Interview guideline for the English teacher**

1. What do you think about reading comprehension of 8B students?
2. What are their weaknesses of reading comprehension?
3. What are students' difficulties in reading comprehension?
4. How students' attitude toward reading an English text?
5. How students' attitude in the teaching learning process?
6. Do students read the text use the reading strategies?
7. Do the discussion often held in the class?
8. What kind of activities do you think to help students in comprehending the text?
9. What do you think about the use of reciprocal teaching to improve students' reading comprehension?

#### **B. Interview guideline for students**

1. What is your experience of learning English?
2. Do you like reading an English text? Why?
3. What are your weaknesses of reading an English text?
4. What problems or difficulties do you get when you reading an English text?
5. How did you solve your problem? Did it work?
6. Have you ever practise reading strategies (skimming, scanning, predicting, questioning, etc) when you reading an English text?
7. Have you ever discuss with your friends or the teacher when you are practicing comprehending an English text?
8. How do you usually reading an English text?
9. Does the way help you in comprehending the text?

### **Pedoman Wawancara sebelum Implementasi**

#### **A. Pedoman wawancara dengan guru**

1. Bagaimana menurut Anda kemampuan pemahaman teks siswa kelas 8B?
2. Apa kelemahan siswa dalam memahami isi bacaan?
3. Apa saja kesulitan yang siswa hadapi saat mereka memahami isi bacaan?
4. Bagaimana sikap siswa terhadap kegiatan membaca teks berbahasa Inggris?
5. Bagaimana sikap siswa selama pelajaran (aktivitas membaca teks berbahasa Inggris)?
6. Apakah siswa memahami atau membaca teks dengan menggunakan strategi membaca?
7. Apakah diskusi sering diadakan?
8. Menurut Anda aktivitas semacam apa yang dapat membantu siswa dalam memahami isi bacaan?
9. Apa pendapat Anda mengenai penggunaan *reciprocal teaching* untuk memperbaiki kemampuan siswa dalam memahami isi bacaan?

#### **B. Pedoman wawancara dengan siswa**

1. Bagaimana pengalamanmu selama ini belajar bahasa Inggris?
2. Apakah kalian menyukai kegiatan membaca teks berbahasa Inggris?
3. Apa kelemahan kalian dalam memahami isi bacaan?
4. Apa permasalahan atau kesulitan yang kalian hadapi dalam memahami isi bacaan?
5. Bagaimana kalian mengatasi permasalahan tersebut? Apakah itu berhasil?
6. Pernahkan kalian membaca menggunakan strategi dalam membaca misalnya seperti, *skimming*, *scanning*, *predicting*, *questioning*, dll?
7. Pernahkan kalian berdiskusi dengan guru atau teman pada saat memahami isi bacaan teks?
8. Bagaimana kalian biasanya membaca teks?
9. Apakah cara tersebut membantu kalian dalam memahami isi bacaan?

### **Interview Guideline after the Implementation of Cycle 1**

#### **A. Interview guideline for the English teacher**

1. What is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the students' motivation?
4. What do you think about students' confidence in learning process?
5. What do you think about the interaction between students and students?
6. What do you think about the interaction between students and the teacher?
7. What is your suggestion for the next implementation?

#### **B. Interview guide for students**

1. What do you think about the learning activity today?
2. What do you think about reading a text using reading techniques of reciprocal teaching?
3. Did the reading techniques of reciprocal teaching help you in comprehending the text?
4. Did you get difficulties in applying those techniques?
5. Does reciprocal teaching motivate you to comprehend the text?
6. Do you confidence in comprehending the text by reciprocal teaching?
7. What do you think about the discussion?
8. Did you enjoy the discussion?
9. What did you feel when you discuss the text?

#### **C. Interview guide for collaborator**

1. What is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the students' motivation?
4. What do you think about students' confidence in learning process?
5. What do you think about the interaction between students and students?
6. What do you think about the interaction between students and the teacher?
7. What is your suggestion for the next implementation?

### **Pedoman Wawancara setelah Perlakuan pada Cycle 1**

#### **A. Pedoman wawancara dengan guru**

1. Bagaimana pendapat Anda mengenai implementasi hari ini?
2. Bagaimana menurut Anda mengenai aktivitas yang dilakukan?
3. Bagaimana menurut Anda mengenai motivasi belajar siswa?
4. Bagaimana menurut Anda mengenai kepercayaan diri siswa dalam belajar?
5. Bagaimana menurut Anda mengenai interaksi antara siswa dengan siswa?
6. Bagaimana menurut Anda mengenai interaksi antara siswa dengan guru?
7. Apa saran Anda untuk implementasi selanjutnya?

#### **B. Pedoman wawancara dengan siswa**

1. Bagaimana menurut kalian mengenai pembelajaran hari ini?
2. Bagaimana menurut kalian membaca atau memahami isi bacaan menggunakan strategi dari *reciprocal teaching*?
3. Apakah strategi membaca dari *reciprocal teaching* membantu kalian dalam memahami isi bacaan?
4. Apakah kalian mengalami kesulitan dalam menggunakan strategi membaca dari *reciprocal teaching*?
5. Apakah penggunaan *reciprocal teaching* memotivasi kalian dalam memahami isi bacaan?
6. Apakah kalian merasa percaya diri saat berlatih memahami isi bacaan dengan menggunakan *reciprocal teaching*?
7. Bagaimana menurut kalian mengenai kegiatan diskusi yang dilakukan?
8. Apakah kalian menikmati diskusi tersebut?
9. Apa yang kalian rasakan saat berdiskusi mengenai teks?

C. Pedoman wawancara dengan kolaborator

1. Bagaimana pendapat Anda mengenai implementasi hari ini?
2. Bagaimana menurut Anda mengenai aktivitas yang dilakukan?
3. Bagaimana menurut Anda mengenai motivasi belajar siswa?
4. Bagaimana menurut Anda mengenai kepercayaan diri siswa dalam belajar?
5. Bagaimana menurut Anda mengenai interaksi antara siswa dengan siswa?
6. Bagaimana menurut Anda mengenai interaksi antara siswa dengan guru?
7. Apa saran Anda untuk implementasi selanjutnya?

**Interview Guideline after the Implementation of Cycle 2**

A. Interview guideline for the English teacher

1. What is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about giving more explanation and example that we had done?
4. What do you think about the students' motivation?
5. What do you think about students' confidence in learning process?
6. What do you think about the interaction between students and students?
7. What do you think about the interaction between students and the teacher?
8. What is your suggestion for the next implementation?

B. Interview guide for students

1. What do you think about the learning activity today?
2. What do you think about reading a text using reading techniques of reciprocal teaching?
3. Did giving more explanation and example help you in understanding RT?
4. Did the reading techniques of reciprocal teaching help you in comprehending the text?
5. Did you get difficulties in applying those techniques?

6. Does reciprocal teaching motivate you to comprehend the text?
7. Do you confidence in comprehending the text by reciprocal teaching?
8. What do you think about the discussion?
9. Did you enjoy the discussion?
10. What did you feel when you discuss the text?

C. Interview guide for collaborator

1. What is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about giving more explanation and example that we had done?
4. What do you think about the students' motivation?
5. What do you think about students' confidence in learning process?
6. What do you think about the interaction between students and students?
7. What do you think about the interaction between students and the teacher?
8. What is your suggestion for the next implementation?

### **Pedoman Wawancara setelah Perlakuan pada Cycle 2**

A. Pedoman wawancara dengan guru

1. Bagaimana pendapat Anda mengenai implementasi hari ini?
2. Bagaimana menurut Anda mengenai aktivitas yang dilakukan?
3. Bagaimana pendapat Anda dengan memberi contoh dan penjelasan tentang RT pada siswa?
4. Bagaimana menurut Anda mengenai motivasi belajar siswa?
5. Bagaimana menurut Anda mengenai kepercayaan diri siswa dalam belajar?
6. Bagaimana menurut Anda mengenai interaksi antara siswa dengan siswa?
7. Bagaimana menurut Anda mengenai interaksi antara siswa dengan guru?
8. Apa saran Anda untuk implementasi selanjutnya?

#### B. Pedoman wawancara dengan siswa

1. Bagaimana menurut kalian mengenai pembelajaran hari ini?
2. Bagaimana menurut kalian membaca atau memahami isi bacaan menggunakan strategi dari *reciprocal teaching*?
3. Apakah dengan contoh dan penjelasan yang lebih membantu kalian memahami RT?
4. Apakah strategi membaca dari *reciprocal teaching* membantu kalian dalam memahami isi bacaan?
5. Apakah kalian mengalami kesulitan dalam menggunakan strategi membaca dari *reciprocal teaching*?
6. Apakah penggunaan *reciprocal teaching* memotivasi kalian dalam memahami isi bacaan?
7. Apakah kalian merasa percaya diri saat berlatih memahami isi bacaan dengan menggunakan *reciprocal teaching*?
8. Bagaimana menurut kalian mengenai kegiatan diskusi yang dilakukan?
9. Apakah kalian menikmati diskusi tersebut?
10. Apa yang kalian rasakan saat berdiskusi mengenai teks?

#### C. Pedoman wawancara dengan kolaborator

1. Bagaimana pendapat Anda mengenai implementasi hari ini?
2. Bagaimana menurut Anda mengenai aktivitas yang dilakukan?
3. Bagaimana pendapat Anda dengan memberi contoh dan penjelasan tentang RT pada siswa?
4. Bagaimana menurut Anda mengenai motivasi belajar siswa?
5. Bagaimana menurut Anda mengenai kepercayaan diri siswa dalam belajar?
6. Bagaimana menurut Anda mengenai interaksi antara siswa dengan siswa?
7. Bagaimana menurut Anda mengenai interaksi antara siswa dengan guru?
8. Apa saran Anda untuk implementasi selanjutnya?

### **Interview Guideline after the Implementation of Cycle 3**

#### **A. Interview guideline for the English teacher**

1. What is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the students' motivation?
4. What do you think about students' confidence in learning process?
5. What do you think about the interaction between students and students?
6. What do you think about the interaction between students and the teacher?
7. What do you think about the reward?
8. What is your suggestion for the next implementation?

#### **B. Interview guide for students**

1. What do you think about the learning activity today?
2. What do you think about reading a text using reading techniques of reciprocal teaching?
3. Did the reading techniques of reciprocal teaching help you in comprehending the text?
4. Did you get difficulties in applying those techniques?
5. Does reciprocal teaching motivate you to comprehend the text?
6. Do you confidence in comprehending the text by reciprocal teaching?
7. What do you think about the discussion?
8. Did you enjoy the discussion?
9. What did you feel when you discuss the text?
10. Did the reward motivate you? What do you think about it?

#### **C. Interview guide for collaborator**

1. What is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the students' motivation?
4. What do you think about students' confidence in learning process?
5. What do you think about the interaction between students and students?



6. What do you think about the interaction between students and the teacher?
7. What do you think about the reward?
8. What is your suggestion for the next implementation?

### **Pedoman Wawancara setelah Perlakuan pada Cycle 3**

#### **A. Pedoman wawancara dengan guru**

1. Bagaimana pendapat Anda mengenai implementasi hari ini?
2. Bagaimana menurut Anda mengenai aktivitas yang dilakukan?
3. Bagaimana menurut Anda mengenai motivasi belajar siswa?
4. Bagaimana menurut Anda mengenai kepercayaan diri siswa dalam belajar?
5. Bagaimana menurut Anda mengenai interaksi antara siswa dengan siswa?
6. Bagaimana menurut Anda mengenai interaksi antara siswa dengan guru?
7. Bagaimana menurut Anda dengan reward yang diberikan?
8. Apa saran Anda untuk implementasi selanjutnya?

#### **B. Pedoman wawancara dengan siswa**

1. Bagaimana menurut kalian mengenai pembelajaran hari ini?
2. Bagaimana menurut kalian membaca atau memahami isi bacaan menggunakan strategi dari *reciprocal teaching*?
3. Apakah strategi membaca dari *reciprocal teaching* membantu kalian dalam memahami isi bacaan?
4. Apakah kalian mengalami kesulitan dalam menggunakan strategi membaca dari *reciprocal teaching*?
5. Apakah penggunaan *reciprocal teaching* memotivasi kalian dalam memahami isi bacaan?
6. Apakah kalian merasa percaya diri saat berlatih memahami isi bacaan dengan menggunakan *reciprocal teaching*?
7. Bagaimana menurut kalian mengenai kegiatan diskusi yang dilakukan?
8. Apakah kalian menikmati diskusi tersebut?

9. Apa yang kalian rasakan saat berdiskusi mengenai teks?
10. Apakah pemberian reward kemarin memotivasi kalian? Bagaimana menurut kalian mengenai reward itu?

C. Pedoman wawancara dengan kolaborator

1. Bagaimana pendapat Anda mengenai implementasi hari ini?
2. Bagaimana menurut Anda mengenai aktivitas yang dilakukan?
3. Bagaimana menurut Anda mengenai motivasi belajar siswa?
4. Bagaimana menurut Anda mengenai kepercayaan diri siswa dalam belajar?
5. Bagaimana menurut Anda mengenai interaksi antara siswa dengan siswa?
6. Bagaimana menurut Anda mengenai interaksi antara siswa dengan guru?
7. Bagaimana menurut Anda dengan reward yang diberikan?
8. Apa saran Anda untuk implementasi selanjutnya?

**APPENDIX E:**  
**TEST and**  
**ITEMAN**  
**ANALYSIS**

[illegible]

# OUTPUTTR  
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Item analysis for data from file TRYOUT1.txt

Page 1

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.882	0.937	0.574	A	0.882	0.937	0.574	*
					B	0.029	-0.062	-0.025	
					C	0.059	-0.671	-0.334	
					D	0.000	-9.000	-9.000	
					other	0.029	-1.000	-0.604	
2	0-2	0.971	1.000	0.604	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.971	1.000	0.604	*
					other	0.029	-1.000	-0.604	
3	0-3	0.706	0.760	0.575	A	0.118	-0.379	-0.232	
					B	0.118	-0.348	-0.213	
					C	0.706	0.760	0.575	*
					D	0.029	-0.245	-0.097	
					other	0.029	-1.000	-0.604	
4	0-4	0.794	0.596	0.420	A	0.118	0.025	0.015	
					B	0.794	0.596	0.420	*
					C	0.059	-0.619	-0.308	
					D	0.000	-9.000	-9.000	
					other	0.029	-1.000	-0.604	
5	0-5	0.382	0.084	0.066	A	0.176	-0.049	-0.033	
					B	0.235	0.081	0.059	
					C	0.176	0.223	0.152	?
					D	0.382	0.084	0.066	*
					other	0.029	-1.000	-0.604	
6	0-6	0.794	0.456	0.321	A	0.029	0.075	0.030	
					B	0.000	-9.000	-9.000	
					C	0.794	0.456	0.321	*
					D	0.147	-0.143	-0.093	
					other	0.029	-1.000	-0.604	
7	0-7	0.588	0.778	0.615	A	0.588	0.778	0.615	*
					B	0.000	-9.000	-9.000	
					C	0.147	-0.063	-0.041	
					D	0.235	-0.605	-0.439	
					other	0.029	-1.000	-0.604	

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					OUTPUTTR			
8	0-8	0.912	1.000	0.724	A	0.029	-0.748	-0.296
					B	0.912	1.000	0.724 *
					C	0.000	-9.000	-9.000
					D	0.029	-0.793	-0.314
					Other	0.029	-1.000	-0.604
9	0-9	0.676	0.902	0.693	A	0.206	-0.682	-0.480
					B	0.029	-0.336	-0.133
					C	0.676	0.902	0.693 *
					D	0.059	-0.045	-0.022
					Other	0.029	-1.000	-0.604
10	0-10	0.676	0.578	0.444	A	0.147	-0.236	0.154
					B	0.029	-0.793	-0.314
					C	0.676	0.578	0.444 *
					D	0.118	0.009	0.006
					Other	0.029	-1.000	-0.604
11	0-11	0.324	-0.135	-0.104	A	0.118	0.087	0.053
					B	0.147	0.376	0.244 ?
					C	0.382	0.124	0.097
					D	0.324	-0.135	-0.104 *
					Other	0.029	-1.000	-0.604
					CHECK THE KEY D was specified, B works better			
12	0-12	0.529	0.674	0.537	A	0.294	-0.618	-0.467
					B	0.529	0.674	0.537 *
					C	0.088	0.190	0.107
					D	0.059	0.138	0.069
					Other	0.029	-1.000	-0.604
13	0-13	0.941	0.801	0.399	A	0.000	-9.000	-9.000
					B	0.000	-9.000	-9.000
					C	0.941	0.801	0.399 *
					D	0.029	0.121	0.048
					Other	0.029	-1.000	-0.604
14	0-14	0.441	0.393	0.313	A	0.441	0.393	0.313 *
					B	0.029	0.167	0.066
					C	0.294	-0.129	-0.098
					D	0.206	-0.070	-0.049
					Other	0.029	-1.000	-0.604

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Item Statistics					Alternative Statistics			
Seq. No.	Scale Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser. Key
15	0-15	0.618	0.631	0.495	A	0.029	-0.245	-0.097
					B	0.618	0.631	0.495 *
					C	0.118	-0.425	-0.260
					D	0.206	-0.134	-0.094
					Other	0.029	-1.000	-0.604
16	0-16	0.588	0.700	0.553	A	0.088	-0.212	-0.119
					B	0.029	-0.428	-0.169
					C	0.588	0.700	0.553 *
					D	0.265	-0.329	-0.244
					Other	0.029	-1.000	-0.604

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Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	OUTPUTTR			
					Alt.	Prop. Endorsing	Biser.	
17	0-17	0.794	0.983	0.692	A	0.088	-0.365	-0.206
					B	0.794	0.983	0.692
					C	0.659	-0.593	-0.295
					D	0.029	-0.748	-0.296
					Other	0.029	-1.000	-0.604
18	0-18	0.500	0.537	0.428	A	0.147	-0.369	-0.740
					B	0.500	0.537	0.428
					C	0.147	0.096	0.063
					D	0.176	-0.190	0.129
					Other	0.029	-1.000	-0.604
19	0-19	0.765	0.237	0.172	A	0.118	0.195	0.120
					B	0.765	0.237	0.172
					C	0.000	-9.000	-9.000
					D	0.088	-0.059	-0.033
					Other	0.029	1.000	-0.604
20	0-20	0.029	-0.748	-0.296	A	0.353	-0.257	-0.200
					B	0.059	0.034	0.017
					C	0.529	0.613	0.488
					D	0.029	-0.748	-0.296
					Other	0.029	1.000	-0.604
21	0-21	0.324	0.291	0.223	A	0.088	-0.116	-0.065
					B	0.176	-0.568	-0.386
					C	0.324	0.291	0.223
					D	0.382	0.429	0.336
					Other	0.029	-1.000	-0.604

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics			
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser. Key
22	0-22	0.529	0.482	0.384	A	0.353	0.315	-0.245
					B	0.059	0.243	0.121
					C	0.529	0.482	0.384
					D	0.029	0.016	-0.006
					Other	0.029	-1.000	-0.604
23	0-23	0.912	0.957	0.540	A	0.059	-0.436	-0.217
					B	0.912	0.957	0.540
					C	0.000	-9.000	-9.000
					D	0.000	-9.000	-9.000
					Other	0.029	-1.000	-0.604
24	0-24	0.088	0.228	0.129	A	0.088	0.228	0.129
					B	0.471	-0.036	-0.028
					C	0.206	0.425	0.299
					D	0.206	-0.145	-0.102
					Other	0.029	-1.000	-0.604
25	0-25	0.706	0.458	0.346	A	0.176	0.081	0.055
					B	0.029	-0.062	-0.025
					C	0.059	-0.619	-0.308
					D	0.706	0.458	0.346
					Other	0.029	-1.000	-0.604
26	0-26	0.176	0.164	0.111	A	0.353	0.047	0.037

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					OUTPUT			
					TR			
CHECK THE KEY					B	0.147	-0.156	-0.102
C was specified, D works better					C	0.176	0.164	0.111 *
					D	0.294	0.226	0.171 ?
					Other	0.029	-1.000	-0.604
27	0-27	0.382	0.188	0.147	A	0.118	0.180	0.110
CHECK THE KEY					B	0.147	-0.343	-0.223
D was specified, C works better					C	0.324	0.205	0.158 ?
					D	0.382	0.188	0.147 *
					Other	0.029	-1.000	-0.604
28	0-28	0.500	0.522	0.416	A	0.471	-0.267	-0.212
					B	0.000	-9.000	-9.000
					C	0.000	-9.000	-9.000
					D	0.500	0.522	0.416 *
					Other	0.029	-1.000	-0.604

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Item Statistics					Alternative Statistics				
Seq. No.	Scale Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
29	0-29	0.353	0.393	0.306	A	0.353	0.393	0.306	*
					B	0.294	0.084	0.064	
					C	0.206	-0.155	-0.110	
					D	0.118	-0.146	-0.089	
					Other	0.029	-1.000	-0.604	
30	0-30	0.735	0.637	0.473	A	0.000	-9.000	-9.000	
					B	0.088	0.114	0.064	
					C	0.147	-0.542	-0.352	
					D	0.735	0.637	0.473	
					Other	0.029	-1.000	-0.604	
31	0-31	0.118	-0.224	-0.137	A	0.118	-0.224	-0.137	*
					B	0.029	-0.016	-0.006	
					C	0.765	0.695	0.504	
					D	0.059	-0.566	-0.282	
					Other	0.029	-1.000	-0.604	
CHECK THE KEY A was specified, C works better									?
32	0-32	0.706	0.520	0.393	A	0.029	-0.793	-0.314	
					B	0.029	-0.428	-0.169	
					C	0.206	0.016	0.012	
					D	0.706	0.520	0.393	
					Other	0.029	-1.000	-0.604	
33	0-33	0.706	0.298	0.225	A	0.059	0.060	0.030	
					B	0.088	-0.020	-0.011	
					C	0.706	0.298	0.225	
					D	0.118	-0.022	-0.013	
					Other	0.029	-1.000	-0.604	
34	0-34	0.618	0.374	0.293	A	0.618	0.374	0.293	
					B	0.088	0.305	0.172	
					C	0.118	-0.099	-0.061	
					D	0.147	-0.303	-0.197	
					Other	0.029	-1.000	-0.604	
35	0-35	0.853	1.000	0.681	A	0.000	-9.000	-9.000	
					B	0.059	-0.566	-0.282	

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## OUTPUT

C	0.059	-0.619	-0.308
D	0.853	1.000	0.681
Other	0.029	-1.000	-0.604

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
36	0-36	0.618	0.382	0.300	A	0.206	0.145	0.102	
					B	0.618	0.382	0.300	*
					C	0.088	-0.269	-0.152	
					D	0.059	-0.358	-0.178	
					Other	0.029	-1.000	-0.604	
37	0-37	0.794	0.972	0.685	A	0.088	-0.651	-0.368	
					B	0.794	0.972	0.685	*
					C	0.029	-0.428	-0.169	
					D	0.059	-0.358	-0.178	
					Other	0.029	-1.000	-0.604	
38	0-38	0.618	0.639	0.501	A	0.118	-0.115	-0.070	
					B	0.088	0.269	0.152	
					C	0.618	0.639	0.501	*
					D	0.147	-0.329	-0.214	
					Other	0.029	-1.000	-0.604	
39	0-39	0.382	0.396	0.311	A	0.147	-0.050	-0.033	
					B	0.206	-0.231	-0.163	
					C	0.235	0.091	0.066	
					D	0.382	0.396	0.311	*
					Other	0.029	-1.000	-0.604	
40	0-40	0.794	0.972	0.685	A	0.794	0.972	0.685	*
					B	0.029	-0.748	-0.296	
					C	0.147	-0.542	-0.352	
					D	0.000	-9.000	-9.000	
					Other	0.029	-1.000	-0.604	
41	0-41	0.471	0.395	0.315	A	0.147	-0.609	-0.395	
					B	0.294	0.146	0.111	
					C	0.471	0.395	0.315	*
					D	0.059	0.295	0.147	
					Other	0.029	1.000	0.604	
42	0-42	0.735	0.834	0.619	A	0.118	-0.425	-0.260	
					B	0.029	-0.245	-0.097	
					C	0.088	-0.441	-0.249	
					D	0.735	0.834	0.619	*
					Other	0.029	-1.000	-0.604	

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## Item Statistics

## Alternative Statistics

Page 5

Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	OUTPUTTR					Key
					Alt.	Prop. Endorsing	Biser.	Point Biser.		
43	0-43	0.647	0.916	0.712	A	0.088	-0.250	-0.141	*	
					B	0.088	-0.537	-0.303		
					C	0.647	0.916	0.712		
					D	0.147	-0.489	-0.318		
					Other	0.029	-1.000	-0.604		
44	0-44	0.529	0.413	0.329	A	0.529	0.413	0.329	*	
					B	0.382	-0.045	-0.035		
					C	0.029	0.075	0.030		
					D	0.029	-0.748	-0.296		
					Other	0.029	-1.000	-0.604		
45	0-45	0.382	0.605	0.475	A	0.147	-0.156	-0.102	*	
					B	0.206	-0.370	-0.261		
					C	0.382	0.605	0.475		
					D	0.235	0.042	0.030		
					Other	0.029	-1.000	-0.604		
46	0-46	0.853	0.715	0.465	A	0.000	-9.000	-9.000	*	
					B	0.088	-0.078	-0.044		
					C	0.029	-0.748	-0.296		
					D	0.853	0.715	0.465		
					Other	0.029	-1.000	-0.604		
47	0-47	0.824	0.899	0.611	A	0.029	-0.062	-0.025	*	
					B	0.088	-0.690	-0.389		
					C	0.824	0.899	0.611		
					D	0.029	-0.745	-0.097		
					Other	0.029	-1.000	-0.604		
48	0-48	0.735	0.750	0.556	A	0.000	-9.000	-9.000	*	
					B	0.735	0.750	0.556		
					C	0.147	-0.516	-0.335		
					D	0.088	-0.154	-0.087		
					Other	0.029	-1.000	-0.604		
49	0-49	0.618	0.855	0.671	A	0.059	-0.227	-0.113	*	
					B	0.618	0.855	0.671		
					C	0.147	-0.276	-0.179		
					D	0.147	-0.582	-0.378		
					Other	0.029	-1.000	-0.604		

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Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file TRYOUT1.txt

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
50	0-50	0.676	0.698	0.536	A	0.147	-0.556	-0.361	*
					B	0.029	-0.336	-0.133	
					C	0.118	0.009	0.006	
					D	0.676	0.698	0.536	
					Other	0.029	-1.000	-0.604	
51	0-51	0.765	0.745	0.540	A	0.059	-0.436	-0.217	*
					B	0.765	0.745	0.540	
					C	0.059	-0.619	-0.308	

Page 6

					OUTPUTTR			
					D	0.088	-0.020	-0.011
					Other	0.029	-1.000	-0.604
52	0-52	0.647	0.290	0.226	A	0.647	0.290	0.226 *
					B	0.176	-0.119	-0.081
					C	0.059	0.008	0.004
					D	0.088	0.152	0.086
					Other	0.029	-1.000	-0.604
53	0-53	0.529	0.213	0.170	A	0.412	0.118	0.094
					B	0.029	-0.478	-0.169
					C	0.000	-9.000	-9.000
					D	0.529	0.213	0.170 *
					Other	0.029	-1.000	-0.604
54	0-54	0.618	0.735	0.577	A	0.176	-0.556	-0.378
					B	0.618	0.735	0.577 *
					C	0.088	-0.020	-0.011
					D	0.088	-0.192	-0.109
					Other	0.029	-1.000	-0.604
55	0-55	0.500	0.169	0.135	A	0.176	-0.190	-0.129
					B	0.059	0.086	0.043
					C	0.500	0.169	0.135 *
					D	0.235	0.241	0.174 ?
					Other	0.029	-1.000	-0.604

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Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file TRYOUT1.txt

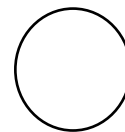
Page 9

There were 34 examinees in the data file.

#### Scale Statistics

Scale:	D
N of Items	55
N of Examinees	34
Mean	33.353
Variance	92.346
Std. Dev.	9.610
Skew	-1.326
Kurtosis	2.265
Minimum	0.000
Maximum	46.000
Median	35.000
Alpha	0.902
SEM	3.008
Mean P	0.606
Mean Item-Tot.	0.403
Mean Biserial	0.546

## QUESTION SHEETS



**Subject** : English  
**Grade** : 8  
**Skill** : Reading  
**Text Type** : Recount  
**Day/Date** : Monday/ 12 November 2012  
**Time Allocation** : 70 minutes

---

Multiple choice questions

Choose the best answer by writing A, B, C, or D on your answers sheet. Keep the question sheets clean.

**The following text is for questions number 1 to7. Read the text carefully.**

.....

Last weekend Dicky, Vinda, Laras, and I hiked to Gunung Penanggungan. We started very early on Saturday from our village, Klandungan. We reached Oro-oro Ombo for lunch after we hiked for almost 4 hours. Then, we continued our hike. We talked about many things along the way. Sometimes we laughed aloud when our stories seemed funny. We reached the next stop one hour later. It was a hilltop. The view from this place looked very amazing. Then we walked off down into the valley. Over there we camped for one night. I had not been there before. On Sunday we returned through a small village – Desa Pasir Wangi -- to a closest bus station. The climbing out of the valley was really hard for us but it was worth it.

1  
5  
10

*Adapted from: Bahasa Inggris Sekolah Menengah Pertama*

1. Where do the writer and his friends live?

- A. Kladungan
- B. Desa Pasir Wangi
- C. Oro-oro Ombo
- D. Desa Pasir

2. The writer and his friends stopped in Oro-oro Ombo for ....
- A. seeing the scenery
  - B. sleeping
  - C. breakfast
  - D. lunch
3. "...when our stories seemed funny." (line 5) The **synonym** of the underlined word is ....
- A. attractive
  - B. terrible
  - C. humorous
  - D. horrific
4. How did the writer and her friends probably go home?
- A. on foot
  - B. by bus
  - C. by car
  - D. by truck
5. "The climbing out of the valley was really hard for us but it was worth it." (line 9) The writer's statement means ...
- A. He liked climbing the mountain because it was hard.
  - B. He thought climbing mountain was worth.
  - C. He thought his hard work was not worth.
  - D. He thought that climbing mountain was fun although it was hard.
6. What is the suitable title for the text?
- A. Hiking
  - B. A Hiking
  - C. Hiking in Gunung Penanggungan
  - D. Hiking with My Friends
7. What is the social function of the text?
- A. to retell
  - B. to entertain
  - C. to report
  - D. to describe

The following text is for questions number 8 to 13. Read the text carefully.

Denpasar, 19 August 20012

Hi, Putri how are you? I hope you are fine.

1

By the way, I want to tell you about my holiday. Last month, I went to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.

First, I visited Tangkuban Perahu. The place is just wonderful. After that, I 5  
went to Dago Street. I bought some t-shirt there. Then I went to Cibaduyut. I  
bought many things like shoes, dolls, and some souvenirs. I also did not forget  
to buy 'peuyeum'. Bandung is famous for its 'peuyeum'. Finally, I went to a  
cafe nearby to have lunch. I spent three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me as soon as you 10  
can. Bye.

Sincerely,

Ketut Tantri

*Adapted from: Scaffolding*

8. Where does the writer live?

- A. Bandung
- B. Denpasar
- C. Jakarta
- D. Tangkuban Perahu

9. The writer went to the Bandung in ....

- A. August
- B. June
- C. July
- D. September

10. "The place is just wonderful." (line 5). The **antonym** of the underlined word is ....

- A. amazing
- B. fantastic
- C. awful
- D. great

11. What is the main idea of the second paragraph?

- A. The writer had her holiday.
- B. The writer was happy to have her holiday.
- C. There are some interesting places in Bandung.
- D. The writer went to Bandung to spend her holiday.

12. According to the letter which statement is **correct**?

- A. Ketut Tantri bought shoes, dolls, and some t-shirt in Cibaduyut.
- B. Ketut Tantri went to Bandung for the first time.
- C. Ketut Tantri thought that Tangkuban Perahu is awful.
- D. Ketut Tantri went to a restaurant for lunch.

13. Why did the writer write the letter to Putri?

- A. She wanted Putri write a letter to her.
- B. She wanted to know Putri condition.
- C. She wanted to tell her holliday in Bandung.
- D. She wanted to tell her condition to Putri.

**The following text is for questions number 14 to 20. Read the text carefully.**

Tuesday, September 30<sup>th</sup>, 2008

Dear, Diary

It was *takbiran* night. It was also my birthday, and nothing happened. 1

That night, I was watching television with my family. I heard someone lit fireworks in my front yard. I saw through my glass window but I could see nothing. It was very dark outside. Then I thought it might be my cousins who lit the fireworks. Then I sat down on my sofa again and tried to concentrate on the television. Five minutes later my mobile beeped. It was a text from my friend. She asked me to come out. Then, I grabbed my jacket and hurried to the front door. I was surprised to see her. She brought a bag full of firework and fire drills. Next, my other friend came out from the darkness. She brought a beautiful birthday cake on her hands. Oh my God! I shrieked. Then they gave the cake to me. I could not say anything. 5 10

I thought it was a plain day before, but it became the greatest moment in my life. I didn't even know how to describe what I felt. Happy was the simplest word.

*Adapted from: <http://www.englishindo.com>*

14. What was the writer waiting for in *takbiran* night ?

- A. The writer was waiting for special gift.
- B. The writer was waiting her friends.
- C. The writer was waiting to watch television.
- D. The writer was waiting for lighting the firework.

15. "I saw through my glass window but **I could see nothing**" (line 3). The underlined statement means...

- A. the writer saw her cousin.
- B. the writer did not see anything.
- C. the writer saw something.

- D. the writer could not see her cousin.
16. Why did the writer come out when she was watching television?
- A. Because her mobile phone beeped.  
 B. Because she wanted to see the firework.  
 C. Because her friend asked her to come out.  
 D. Because she heard someone lit the firework.
17. "I was surprised to see **her**." (line 8) The word "**her**" refers to ....
- A. the writer's cousin  
 B. the writer's friend  
 C. the writer's family  
 D. the writer's neighbour
18. Which statement is **incorrect** according to the text?
- A. The *takbiran* night is the writer birthday.  
 B. The writer celebrated the *Iduf Fitri* day by lighting firework with her friends.  
 C. The writer thought that no one will give her special gift.  
 D. The writer was happy to get a surprise from her friends in her birthday.
19. Which paragraph is the events of the text?
- A. paragraph 1  
 B. paragraph 2  
 C. paragraph 3  
 D. paragraph 1 and 2
20. What is the main idea of the text?
- A. The writer birthday is in *takbiran* night.  
 B. The writer celebrated her birthday with her friends and family.  
 C. The writer got surprise from her friends in her birthday.  
 D. The writer's thought that her birthday would be plain was not true.

**The following text is for questions number 21 to 27. Read the text carefully.**

.....

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood. 1

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be. 5

To divert my emotions, I took many extra curricular activities. I took *karawitan* lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family. 10

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

*Adapted from: English in Focus*



21. What is the suitable title for the text?
- A. Reading Adolescence Article
  - B. Reading Adolescence Article in a Magazine
  - C. My Adolescence
  - D. Control Adolescence Emotion
22. “ ....it was a time of change between childhood and adulthood.....” (line 2) The word “it” refers to....
- A. the last night
  - B. the fourteen years old
  - C. the adolescence
  - D. a time
23. How old is the writer when he got his adolescence?
- A. 40 years old
  - B. 14 years old
  - C. 16 years old
  - D. 17 years old
24. “.....I took many extra curricular activities.” (line 7) The underlined word can be replaced by...
- A. several
  - B. much
  - C. few
  - D. a few
25. What is the main idea of the third paragraph?
- A. The writer read adolescence article to divert her emotion.
  - B. The writer joined an English course to divert her emotion.
  - C. The writer played basketball to divert her adolescence.
  - D. The writer controlled her emotions by doing positive activities.
26. “I tried to discover what I wanted to do.....” (line 5) The meaning of the underlined word is ...
- A. do experiment
  - B. do a plan
  - C. make a decision
  - D. make a plan
27. What is the resolution of the text?
- A. The writer remembered of his adolescence.
  - B. The writer did some extra curricular activities to divert his emotions.
  - C. The writer controlled her emotions by doing positive activities.
  - D. The writer succeed control his emotions by doing positive activities

The following text is for questions number 28 to 33. Read the text carefully.

### My First Experience to Ride Motorcycle

When I was ten years old, my father bought an old motorcycle. It was 1  
 “Honda 75”. I thought it was easy to ride because it is small. I asked my father to  
 train me to ride. Firstly, my father refused my request. He promised that he  
 would train me two or three years later, but I still whimpered. Finally, my father 5  
 surrendered and promised to train me.  
 He trained me riding the motorcycle around a field in my village. My  
 father was very patient in giving me some directions. I was very happy.  
 One day later, when I was alone at home, I intended to try my riding  
 ability. All ran well in the beginning, but when I was back to my home I had to 10  
 pass a narrow slippery street. I got nervous and lost my control, so I fell to the  
 ditch.  
 After that, I told my father about the accident. I imagined my father  
 would be angry and never let me ride again. But it was on the contrary, my father  
 was very proud of me. He just gave me some advices. Since that accident, I got 15  
 my father's permission to ride motorcycle.

Adapted from: <http://www.englishindo.com>

28. When did the writer's father promise to teach him riding motorcycle?
- When the writer was 10 years old.
  - When the writer was 11 years old.
  - When the writer was 10 or 12 years old.
  - When the writer was 12 or 13 years old.
29. “.....I still **whimpered**.” (line 4) The meaning of the underlined word is ....
- talked in cry
  - talked angrily
  - talked loudly
  - talked happily
30. Why did the writer get an accident?
- Because the street is narrow.
  - Because the street is slippery.
  - Because he was nervous when he was riding home.
  - Because he was nervous for passing the narrow slippery street.
31. “**Since** that accident, .....” (line 14) The underlined word can be replaced by...
- Because of
  - When
  - After
  - Although
32. Which paragraph is the **resolution** of the text....
- paragraph 1
  - paragraph 2
  - paragraph 2 and 3
  - paragraph 4
33. Which is the **false** statement based on the text?
- The writer told to his father about the accident.

- B. The writer's father was proud of him.
- C. The writer's father never let him to ride motorcycle again.
- D. The writer got some advices.

The following text is for questions number 34 to 39. Read the text carefully.

.....

Last week, my friends and I went to Jogja. We visited many places. 1  
 First, we visited Parangtritis beach. The sun shone brightly and the scenery  
 was very beautiful there. We felt the wind blew across to us. We also saw a lot of  
 people in that beach. There were many birds flew in the sky. Also, there were  
 many sellers who sold many kinds of souvenirs. Second, we visited Gembira 5  
 Loka Zoo. We saw many kinds of animals there such as monkeys, tigers,  
 crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of  
 those animals. Then, we went to a restaurant to have a lunch. As soon as we  
 finished our lunch, we decided to go home.  
 For me, that was a beautiful day. We really enjoyed it, and I hope I could visit 10  
 Jogja again.

Adapted from: <http://www.englishindo.com>

34. What is the most suitable title for the text?

- A. A Beautiful Day at Jogja
- B. Visiting Jogja
- C. Visiting Many Places in Jogja
- D. Visiting Parangtritis and Gembira Loka

35. "We felt the wind blew across to us." (line 3) The word "**us**" refers to .....

- A. the wind
- B. the writer
- C. the writer's friends
- D. the writer's friends and her

36. "We also saw a lot of people in that beach." (line 3) The underlined word can be replaced by ....

- A. much
- B. many
- C. a few
- D. a little

37. When did the writer and her friends go home?

- A. after visiting the zoo
- B. after having lunch
- C. in the afternoon
- D. in the evening

38. What is the topic of the second paragraph?
- A. Visiting Parangtritis
  - B. Visiting Gembira Loka zoo
  - C. The writer's activities when she was in Jogja
  - D. Visiting Jogja
39. Which is the **true** statement based on the text?

- A. The writer and her friends bought some souvenirs in Parangtritis.
- B. The weather was bad when the writer and her friends visited Parangtritis.
- C. The writer and her friends thought that the day was a beautiful day.
- D. The writer wanted to go Jogja again.

**The following text is for questions number 40 to 45. Read the text carefully.**

#### **A Private Conversation**

Last week I went to the theatre. I had a very good seat. The play was very interesting but I did not enjoy it. A young man and a young woman sitting behind me were talking loudly. Therefore, I could not hear the actors. Then, I turned around and looked at the man angrily. However, they did not pay attention. In the end, I still could not hear it. I turned around again and said angrily "I can't hear any word. " It's not your business, "the young man said rudely, "this is a private conversation."

*Adapted from: Practice & Progress*

40. Where did the writer go last week?
- A. to the theatre
  - B. to the movie
  - C. to a private conversation
  - D. to the cinema
41. Who were sitting behind the writer?
- A. The writer's friends
  - B. A man and a woman
  - C. A young couple
  - D. A couple
42. Why did the writer get angry?
- A. Because he could not see the actors.
  - B. Because he had bad seat.
  - C. Because the play was not interesting.
  - D. Because he could not hear the actors.
43. "In the end, I still could not hear **it**." (line 5) The word "it" refers to .....
- A. the man's voice
  - B. a young man and a young woman conversation
  - C. the actors' voice

- D. the writer's voice
44. What did the young man mean of the statement "this is a private conversation."(line 7)?
- A. He did not want the writer to hear their conversation.  
 B. The conversation was important.  
 C. They were spies.  
 D. They were not interested in the play.
45. Which is the **true** statement based on the text, **except** ...
- A. The writer did not enjoy the play.  
 B. The writer went to the theatre alone.  
 C. The writer knew the ending of the play.  
 D. The writer annoyed the young couple.

**The following text is for questions number 46 to 50. Read the text carefully, then fill in the blanks.**

### **In the Beach**

Last month, my family and I 46)..... to the beach. We wanted to 47)..... our mind and enjoy the fresh air. We went there early in the morning by car.

After parking our car, we 48)..... along the beach barefooted. We could feel the smoothness of the sand. The cold sea water touched our feet.

Then, we looked for a place to take a rest. We 49)..... the mat on the ground and ate together. While eating, we saw many children 50)..... sand castles.

*Adapted from: Practice & Progress*

- |              |            |
|--------------|------------|
| 46. A. built | C. enjoyed |
| B. wanted    | D. went    |
| 47. A. bath  | C. refresh |
| B. collected | D. stayed  |
| 48. A. ran   | C. enjoyed |
| B. walked    | D. picnic  |
| 49. A. went  | C. sat     |

- B. rolled out  
 50. A. ate  
 B. picnic  
 D. Refresh  
 C. collected  
 D. built

The following text is for questions number 51 to 55. Read the text carefully.

### Eating Rujak

I went to Rahman's house yesterday to do homework. I went there with Dodi. After finishing the homework, Rahman made *rujak*. Rahman likes spicy food, so he made it very spicy. Actually, I am not used to eating spicy food, but yesterday I could not restrain myself from eating it. The *rujak* was very tasty, although it was spicy. I ate it too much. The next morning I got stomachache and I could not go to school.

*Adapted from: English Focus*

51. Why did the writer go to Rahman's house?
- Because he wanted to play with Rahman.
  - Because he wanted to do homework.
  - Because he wanted to eat *rujak*.
  - Because he wanted to try spicy *rujak*.
52. "Rahman likes spicy food, so he made it very spicy." (line 2) The **synonym** of the underlined word is ....
- hot
  - sweat
  - salty
  - bitter
53. ".....I could not restrain myself from eating it." (line 4) The underlined word refers to....
- spicy food
  - Rahman
  - Dodi
  - Rujak
54. Why did the writer get stomachache the next morning?
- Because the *rujak* was very tasty.
  - Because he ate too much *rujak* which is very spicy.
  - Because he could not restrain himself from eating *rujak*.
  - Because he did not eat *rujak*.

55. What is the main idea of the text?

- A. The writer did his homework with his friends.
- B. The writer likes eating *rujak*.
- C. Since eating *rujak* the writer got stomachache.
- D. The writer does not like spicy food.

#### PROTOTYPE OF TRY-OUT TEST

1. A	11. D	21. C	31. A	41. C	51. B
2. D	12. B	22. C	32. D	42. D	52. A
3. C	13. C	23. B	33. C	43. C	53. D
4. B	14. A	24. A	34. A	44. A	54. B
5. D	15. B	25. D	35. D	45. C	55. C
6. C	16. C	26. C	36. B	46. D	
7. A	17. B	27. D	37. B	47. C	
8. B	18. B	28. D	38. C	48. B	
9. C	19. B	29. A	39. D	49. B	
10. C	20. D	30. D	40. A	50. D	

### BLUE-PRINT OF READING COMPREHENSION (Try-out)

Students: Junior High School students, Grade 8, semester 1

#### A. Standard of Competence:

5. Comprehending the meaning of functional written texts and simple essays in the form of descriptive and recount which deal with the surrounding environment.

#### B. Basic Competency:

- 5.2 Responding to the meaning of the functional written texts and simple essays which deal with surrounding environment in accurately, fluently, and acceptable.

No.	Genre	Indicators	Item Number	Total
1	Recount	Finding the main idea	11, 20, 25, 27, 55	6
		Finding the topic	6, 21, 34, 38	3
		Identifying the specific information	1, 2, 8, 9, 14, 23, 28, 37, 40, 41, 51	11
		Deducting the meaning of unfamiliar lexical items	3, 10, 26, 29, 52	5
		Making inferences	4, 16, 30, 42, 54	5
		identifying references	17, 22, 33, 35, 43, 53	6
		Critical reading	12, 18, 39, 45	4
		Identifying communicative function of the text	7, 13,	2
		Identifying generic structure of the text	19, 32	2
		Identifying paraphrase	5, 15, 44	3
		Identifying determiner	24, 36	2
		Identifying conjunction	31	1
		Recognizing grammatical word classes (verb)	46, 47, 48, 49, 50	5
	Total			55



## QUESTIONS SHEETS

**Subject : English**

**Grade : 8**

**Skill : Reading**

**Text Type : Recount**

**Day/Date : -**

**Time Allocation : 100 minutes**

---

Multiple choice Questions

Choose the best answer by crossing A, B, C, or D on your answer sheet. Keep the questions sheet clean.

**Text 1 (for numbers 1-5). Read the text carefully.**

.....

Last weekend Dicky, Vinda, Laras, and I hiked to Gunung Penanggungan. We started very early on Saturday from our village, Klandungan. We reached Oro-oro Ombo for lunch after we hiked for almost 4 hours. Then, we continued our hike. We talked about many things along the way. Sometimes we laughed aloud when our stories seemed funny. We reached the next stop one hour later. It was a hilltop. The view from this place looked very amazing. Then we walked off down into the valley. Over there we camped for one night. I had not been there before. On Sunday we returned through a small village – Desa Pasir Wangi -- to a closest bus station. The climbing out of the valley was really hard for us but it was worth it.

*Adapted from: Bahasa Inggris Sekolah Menengah Pertama*

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

- A. Hiking in last weekend.
- B. Hiking with My Friends.
- C. Hiking in Gunung Penanggungan.
- D. My Hiking.

2. "...when our stories seemed funny." (line 5) The **synonym** of the underlined word is ....
- A. attractive.
  - B. terrible.
  - C. humorous.
  - D. Interesting.
3. How did the writer and her friends probably go home?
- A. on foot
  - B. by bus
  - C. by car
  - D. by walking
4. "The climbing out of the valley was really hard for us but it was worth it." (line 9) The writer's statement means....
- A. He thought that climbing mountain was hard.
  - B. He thought that climbing mountain was worth.
  - C. He thought that climbing mountain was fun.
  - D. He thought his hard work was worth.
5. What is the social function of the text?
- A. to retell
  - B. to explain
  - C. to report
  - D. to describe

**Text 2 (for numbers 6-9). Read the text carefully.**

Denpasar, 19 August 20012

Hi, Putri how are you? I hope you are fine.

1

By the way, I want to tell you about my holiday. Last month, I went to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.

4

First, I visited Tangkuban Perahu. The place is just wonderful. After that, I went to Dago Street. I bought some t-shirt there. Then I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is famous for its 'peuyeum'. Finally, I went to a cafe nearby to have lunch. I spent three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me as soon as you can. Bye.

10

Sincerely,

Ketut Tantri

*Adapted from: Scaffolding*

6. What is the text about?
- A. The writer holiday in Bandung.
  - B. The writer's activity in Bandung.
  - C. Some interesting places in Bandung.
  - D. The writer's fun holiday in Bandung.
7. The writer went to the Bandung in .....
- A. August
  - B. Last August
  - C. July
  - D. September
8. "The place is just wonderful." (line 5). The **antonym** of the underlined word is ....
- A. amazing
  - B. superb
  - C. awful
  - D. great
9. Which the statement is **correct** according to the letter?
- A. Ketut Tantri bought shoes, dolls, and some t-shirt in Cibaduyut.
  - B. Ketut Tantri went to Bandung for the first time.
  - C. Ketut Tantri thought that Tangkuban Perahu is awful.
  - D. Ketut Tantri went to a restaurant for lunch.

**Text 3 (for numbers 10- 14). Read the text carefully.**

Tuesday, September 30<sup>th</sup>, 2008

Dear, Diary

It was *takbiran* night. It was also my birthday, and nothing happened. 1

That night, I was watching television with my family. I heard someone lit fireworks in my front yard. I saw through my glass window but I could see nothing. It was very dark outside. Then I thought it might be my cousins who lit the fireworks. Then I sat down on my sofa again and tried to concentrate on the television. Five minutes later my mobile beeped. It was a text from my friend. She asked me to come out. Then, I grabbed my jacket and hurried to the front door. I was surprised to see her. She brought a bag full of firework and fire drills. Next, my other friend came out from the darkness. She brought a beautiful birthday cake on her hands. Oh my God! I shrieked. Then they gave the cake to me. I could not say anything. 11

I thought it was a plain day before, but it became the greatest moment in my life. I didn't even know how to describe what I felt. Happy was the simplest word. 14

Adapted from: <http://www.englishindo.com>

10. What was the writer waiting for in *takbiran* night ?
- A. The writer was waiting for special gift.
  - B. The writer was waiting her birthday.
  - C. The writer was waiting to watch television.
  - D. The writer was waiting for lighting the firework.
11. "I saw through my glass window but **I could see nothing**" (line 3). The underlined statement means...
- A. The writer saw a thing.
  - B. The writer did not see anything.
  - C. The writer saw something.
  - D. The writer could see her cousin.
12. Why did the writer come out when she was watching television?
- A. Because her mobile phone beeped.
  - B. Because she wanted to see the surprise.
  - C. Because her friend asked her to come out.
  - D. Because she heard someone lit the firework.
13. Which statement is **false** according to the text?
- A. The *takbiran* night is the writer birthday.
  - B. The writer celebrated the *Idul Fitri* day by lighting firework with her friends.
  - C. The writer thought that no one will give her special gift.
  - D. The writer was happy to get a surprise from her friends in her birthday.
14. What is the main idea of the text?
- A. The writer birthday is in *takbiran* night.
  - B. The writer celebrated her birthday with her friends and family.
  - C. The writer got surprise from her friends in her birthday.
  - D. The writer's thought that her birthday would be plain was not true.

**Text 4 (for numbers 15-18). Read the text carefully.**

.....

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood. 2

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be. 6

To divert my emotions, I took many extra curricular activities. I took *karawitan* lessons on Mondays. On Tuesdays, I joined an English course. Then on

Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family. 11

I was able to control my emotions and to have a place where I could express my creativity in positive ways. 13

*Adapted from: English in Focus*

15. What is the suitable title for the text?

- A. Reading Adolescence Article
- B. Reading Adolescence Article in A Magazine
- C. My Adolescence Experience
- D. How to Control Adolescence Emotion

16. “ ....**it** was a time of change between childhood and adulthood.....” (line 2) The word “**it**” refers to....

- A. the last night
- B. the fourteen years old
- C. the adolescence
- D. my adolescence

17. What is the main idea of the third paragraph?

- A. The writer read adolescence article to divert her emotion.
- B. The writer read adolescence article to know about the adolescence.
- C. The writer joined some extra curricular activities to divert her adolescence.
- D. The writer controlled her emotions by doing positive activities.

18. What is the resolution of the text?

- A. The writer remembered of his adolescence.
- B. The writer did some extra curricular activities to divert his emotions.
- C. The writer joined positive activities during his adolescence.
- D. The writer succeeded in controlling his emotions.

**Text 5 (for numbers 19- 23). Read the text carefully.**

### **My First Experience to Ride Motorcycle**

When I was ten years old, my father bought an old motorcycle. It was " Honda 75". I thought it was easy to ride because it is small. I asked my father to train me to ride. Firstly, my father refused my request. He promised that he would train me two or three years later, but I still whimpered. Finally, my father surrendered and promised to train me. 5

He trained me riding the motorcycle around a field in my village. My father was very patient in giving me some directions. I was very happy. 7

One day later, when I was alone at home, I intended to try my riding ability. All ran well in the beginning, but when I was back to my home I had to pass a narrow slippery street. I got nervous and lost my control, so I fell to the ditch. 11

After that, I told my father about the accident. I imagined my father would be angry and never let me ride again. But it was on the contrary, my father was very proud of me. He just gave me some advices. Since that accident, I got my father's permission to ride motorcycle. 15

*Adapted from: <http://www.englishindo.com>*

19. When did the writer's father promise to teach him riding motorcycle?
  - A. When the writer was 10 years old.
  - B. When the writer was 12 years old.
  - C. When the writer was 12 or 15 years old.
  - D. When the writer was 12 or 13 years old.
20. ".....I still **whimpered**." (line 4) The meaning of the underlined word is ....
  - A. talked in cry
  - B. talked angrily
  - C. talked loudly
  - D. talked happily
21. Why did the writer get an accident?
  - A. Because the street is narrow and slippery.
  - B. Because the street is bad.
  - C. Because he was nervous to ride to home.
  - D. Because he was nervous to pass the narrow slippery street.
22. Which paragraph is the **resolution** of the text....
  - A. paragraph 2 and 3
  - B. paragraph 3
  - C. paragraph 3 and 4
  - D. paragraph 4
23. Which statement is **false** based on the text...
  - A. The writer told to his father about the accident.
  - B. The writer guessed that his father would be angry.
  - C. The writer's father proud of him because he got the accident.
  - D. The writer listened to some advices from his father.

**Text 6 (for numbers 24-27)**

.....

Last week, my friends and I went to Jogja. We visited many places. 1

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we went to a restaurant to have a lunch. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again. 11

*Adapted from: <http://www.englishindo.com>*

24. What is the most suitable title for the text?

- A. A Beautiful Day at Jogja.
- B. My activities in Jogja.
- C. Last week at Jogja.
- D. Visiting Jogja.

25. "We also saw a lot of people in that beach." (line 3) The underlined word can be replaced by ....

- A. much
- B. many
- C. a few
- D. a little

26. What is the topic of the second paragraph?

- A. Visiting Jogja
- B. Visiting Parangtritis beach and Gembiraloka Zoo
- C. The writer's activities at Jogja
- D. Visiting some tourism places at Jogja

27. Which is the **true** statement based on the text?

- A. The writer and her friends bought some souvenirs in Parangtritis.
- B. The weather was bad when the writer and her friends visited Parangtritis.
- C. The writer and her friends thought that the day was a beautiful day.
- D. The writer wanted to go Jogja again.

**Text 7 (for numbers 28-32). Read the text carefully.**

### A Private Conversation

Last week I went to the theatre. I had a very good seat. The play was very interesting but I did not enjoy it. A young man and a young woman sitting behind me were talking loudly. Therefore, I could not hear the actors. Then, I turned around and looked at the man angrily. However, they did not pay attention. In the end, I still could not hear it. I turned around again and said angrily "I can't hear any word. " It's not your business, "the young man said rudely, "this is a private conversation." 1 7

*Adapted from: Practice & Progress*

28. Who were sitting behind the writer?
- A. The writer's friends
  - B. A man and a woman
  - C. A young couple
  - D. A couple
29. Why did the writer get angry?
- A. Because he could not see the actors.
  - B. Because he did not like to the man sitting behind him.
  - C. Because the play was not interesting.
  - D. Because he could not hear the actors.
30. "In the end, I still could not hear it." (line 5) The word "**it**" refers to .....
- A. The writer's voice
  - B. A young man and a young woman conversation
  - C. The actors' voice
  - D. Any words
31. What did the young man mean of the statement "this is a private conversation."?
- A. He did not want the writer to hear their conversation.
  - B. The conversation was important.
  - C. The writer is not their friend.
  - D. He did not like to the writer.
32. Which statement the statement is **false** based on the text ...
- A. The writer did not enjoy the play.
  - B. The writer went to the theatre alone.
  - C. The writer knew the ending of the play.
  - D. The writer annoyed the young couple.

**Text 8 (for number 33-35). Read the text carefully, then fill in the blanks.**

### **In the Beach**

Last month, my family and I went to the beach. We wanted to 33)..... our mind and enjoy the fresh air. We went there early in the morning by car.

After parking our car, we 34)..... along the beach barefooted. We could feel the smoothness of the sand. The cold sea water touched our feet.

Then, we looked for a place to take a rest. We 34)..... the mat on the ground and ate together. While eating, we saw many children 35)..... sand castles.

*Adapted from: Practice & Progress*



33. A. run  
B. enjoy  
C. refresh  
D. change
34. A. rested  
B. walked  
C. enjoyed  
D. sat
35. A. took  
B. rolled out  
C. sat  
D. put
36. A. ate  
B. enjoyed  
C. collected  
D. built

**Text 9 (for numbers 36-40). Read the text carefully.**

.....

I went to Rahman's house yesterday to do homework. I went there with Dodi. After finishing the homework, Rahman made *rujak*. Rahman likes spicy food, so he made it very spicy. Actually, I am not used to eating spicy food, but yesterday I could not restrain myself from eating it. The *rujak* was very tasty, although it was spicy. I ate it too much. The next morning I got stomachache and I could not go to school.

*Adapted from: English Focus*

37. Why did the writer go to Rahman's house?
- A. Because Rahman is his classmate.  
B. Because he had a homework.  
C. Because Rahman and he had a homework.  
D. Because he had school assignment to do with Rahman.
38. What is the text about?
- A. doing homework  
B. making *rujak*  
C. eating *rujak*  
D. spicy *rujak*

39. "Rahman likes spicy food, so he made it very spicy." (line 2) The **synonym** of the underlined word is ....
- A. fiery
  - B. sour
  - C. salty
  - D. chilly
40. Why did the writer get stomachache the next morning?
- A. Because the *rujak* was very spicy.
  - B. Because he ate too much *rujak* which is very spicy.
  - C. Because he could not restrain himself from eating *rujak*.
  - D. Because he likes to eat *rujak*.

PROTOTYPE OF PRE-TEST (1) KEY ANSWER:

1. C	11. B	21. D	31. A
2. C	12. C	22. D	32. C
3. B	13. B	23. C	33. C
4. D	14. C	24. A	34. B
5. A	15. C	25. B	35. B
6. D	16. C	26. C	36. D
7. C	17. D	27. D	37. D
8. C	18. D	28. C	38. C
9. B	19. D	29. D	39. A
10. A	20. A	30. C	40. B

# BLUE-PRINT OF READING COMPREHENSION PRE-TEST

Students: Junior High School students, Grade 8, semester 2

## A. Standard of Competence:

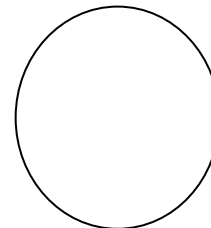
11. Comprehending the meaning of simple essays in the form of recount and narrative to interact with the surrounding environment.

## B. Basic Competency:

- 11.3 Responding to the meaning and the rhetoric steps of the simple essays in the form of recount and narrative which deal with surrounding environment in accurately, fluently, and acceptable.

No.	Genre	Indicators	Item Number	Total
1	Recount	Finding the main idea	14, 17, 18	3
		Finding the topic	1, 6, 15, 24, 26, 38	6
		Identifying the specific information	7, 10, 19, 28,	4
		Deducting the meaning of unfamiliar lexical items	2, 8, 20, 39	4
		Making inferences	3, 12, 21, 29, 37, 40	6
		identifying references	16, 30	2
		Critical reading	9, 13, 23, 27, 32	5
		Identifying communicative function of the text	5	1
		Identifying generic structure of the text	22	1
		Identifying paraphrase	4, 11, 31	3
		Identifying determiner	25	1
		Recognizing grammatical word classes (verb)	33, 34, 35, 36	4
	Total			40

## QUESTION SHEETS



**Subject : English**

**Grade : 8**

**Skill : Reading**

**Text Type : Recount**

**Day/Date : -**

**Time Allocation : 100 minutes**

### Multiple choice Questions

Choose the best answer by crossing A, B, C, or D on your answer sheet. Keep the question sheet clean.

**Text 1 (for numbers 1-5). Read the text carefully.**

.....

Last weekend Dicky, Vinda, Laras, and I hiked to Gunung Penanggungan. We started very early on Saturday from our village, Klandungan. We reached Oro-oro Ombo for lunch after we hiked for almost 4 hours. Then, we continued our hike. We talked about many things along the way. Sometimes we laughed aloud when our stories seemed funny. We reached the next stop one hour later. It was a hilltop. The view from this place looked very amazing. Then we walked off down into the valley. Over there we camped for one night. I had not been there before. On Sunday we returned through a small village – Desa Pasir Wangi -- to a closest bus station. The climbing out of the valley was really hard for us but it was worth it.

*Adapted from Bahasa Inggris Sekolah Menengah Pertama*

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

- A. Hiking in last weekend.
- B. Hiking with My Friends.
- C. Hiking in Gunung Penanggungan.
- D. My Hiking.

2. "...when our stories seemed funny." (line 5) The **synonym** of the underlined word is ....
- A. attractive
  - B. terrible
  - C. humorous
  - D. Interesting
3. How did the writer and her friends probably go home?
- A. on foot
  - B. by bus
  - C. by hiking
  - D. by walking
4. "The climbing out of the valley was really hard for us but it was worth it." (line 9) The writer's statement means....
- A. He thought that climbing mountain was hard.
  - B. He thought that climbing mountain was worth.
  - C. He thought that climbing mountain was fun.
  - D. He thought his hard work was worth.
5. What is the social function of the text?
- A. To retell.
  - B. To explain.
  - C. To report.
  - D. To describe.

**Text 2 (for numbers 6-9). Read the text carefully.**

Denpasar, 19 August 2012

Hi, Putri how are you? I hope you are fine.	1
By the way, I want to tell you about my holiday. Last month, I went to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.	
First, I visited Tangkuban Perahu. The place is just amazing. Many people like to go there in holiday. After that, I went to Dago Street. I bought some t-shirt there. Then I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is famous for its 'peuyeum'. Finally, I went to a cafe nearby to have lunch. I spent three days in Bandung and that was really fun.	5
Anyway, I will write to you again next time. Write to me as soon as you can. Bye.	10

Sincerely,

Ketut Tantri

*Adapted from Scaffolding*

6. What is the text about?

- A. The writer's letter for Putri.
- B. The writer's asking for Putri's letter.
- C. The writer's promise to write again.
- D. The writer's holiday in Bandung.

7. The writer went to the Bandung in ....

- A. August
- B. Last August
- C. July
- D. September

8. "The place is just amazing." (line 5). The **antonym** of the underlined word is ....

- A. beautiful
- B. wonderful
- C. awful
- D. great

9. Which the statement is **correct** according to the letter?

- A. Ketut Tantri bought shoes, dolls, and some t-shirt in Cibaduyut.
- B. Ketut Tantri went to Bandung for the first time.
- C. Ketut Tantri thought that Tangkuban Perahu is awful.
- D. Ketut Tantri went to a restaurant for lunch.

**Text 3 (for numbers 10- 14). Read the text carefully.**

Sunday, August 19<sup>th</sup>, 2012

Dear, Diary

It was *takbiran* night. It was also my birthday, and nothing happened. 1

That night, I was watching television with my family. I heard someone lit fireworks in my front yard. I saw through my glass window but I could see nothing. It was very dark outside. Then I thought it might be my cousins who lit the fireworks. Then I sat down on my sofa again and tried to concentrate on the television. Five minutes later my cellular phone beeped. It was a text from my friend. She asked me to come out. Then, I took my jacket and hurried to the front door. I was surprised to see her. She brought a bag full of firework and fire drills. Next, my other friend came out from the darkness. She brought a beautiful birthday cake on her hands. Oh my God! I shouted. Then they gave the cake to 10

me. I could not say anything.

I thought it was a plain day before, but it became the greatest moment in my life. I didn't even know how to describe what I felt. Happy was the simplest word.

Adapted from <http://www.englishindo.com>

10. What was the writer waiting for in *takbiran* night?
  - A. for special gift.
  - B. for *takbiran*.
  - C. for watching television.
  - D. for lighting the firework.
11. "I saw through my glass window but **I could see nothing**" (line 3). The underlined statement means...
  - A. the writer saw a thing
  - B. the writer did not see anything
  - C. the writer saw something
  - D. the writer could see her cousin
12. Why did the writer come out when she was watching television?
  - A. Because her cellular phone beeped.
  - B. Because she wanted to see the surprise.
  - C. Because her friend asked her to come out.
  - D. Because she heard someone lit the firework.
13. Which statement is **false** according to the text?
  - A. The *takbiran* night is the writer birthday.
  - B. The writer celebrated the *Idul Fitri* day by lighting firework with her friends.
  - C. The writer thought that no one will give her special gift.
  - D. The writer was happy to get a surprise from her friends in her birthday.
14. What is the main idea of the text?
  - A. The writer birthday is in *takbiran* night.
  - B. The writer celebrated her birthday with her friends and family.
  - C. The writer got surprise from her friends in her birthday.
  - D. The writer's thought that her birthday would be plain was not true.

**Text 4 (for numbers 15-18). Read the text carefully.**

.....

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood. 1

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I 5

wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took *karawitan* lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family. 10

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

*Adapted from English in Focus*

15. What is the suitable title for the text?

- A. Reading An Adolescence Article
- B. Reading An Adolescence Article in A Magazine
- C. My Adolescence Experience
- D. How to Control Adolescence Emotion

16. “ ....it was a time of change between childhood and adulthood.....” (line 2) The word “it” refers to....

- A. last night
- B. fourteen years old
- C. adolescence
- D. emotion

17. What is the main idea of the third paragraph?

- A. The writer read adolescence article to divert her emotion.
- B. The writer read adolescence article to know about the adolescence.
- C. The writer joined some extra curricular activities to divert her adolescence.
- D. The writer controlled her emotions by doing positive activities.

18. What is the end of the text?

- A. The writer remembered of his adolescence.
- B. The writer did some extra curricular activities to divert his emotions.
- C. The writer joined positive activities during his adolescence.
- D. The writer succeeded in controlling his emotions.

**Text 5 (for numbers 19- 23). Read the text carefully.**

### **My First Experience to Ride Motorcycle**

When I was ten years old, my father bought an old motorcycle. It was " Honda 75". I thought it was easy to ride because it is small. I asked my father to train me to ride. Firstly, my father refused my request. He promised that he would train me two or three years later, but I still whimpered. Finally, my father surrendered and promised to train me. 1  
5

He trained me riding the motorcycle around a field in my village. My father was very patient in giving me some directions. I was very happy.



One day later, when I was alone at home, I intended to try my riding ability. All ran well in the beginning, but when I was back to my home I had to pass a narrow slippery street. I got nervous and lost my control, so I fell to the ditch. After that, I told my father about the accident. I imagined my father would be angry and never let me ride again. But it was on the contrary, my father was very proud of me. He just gave me some advices. Since that accident, I got my father's permission to ride motorcycle.

10

*Adapted from <http://www.englishindo.com>*

19. When did the writer's father promise to teach him riding motorcycle?
- A. When the writer was 10 years old.
  - B. When the writer was 12 years old.
  - C. When the writer was 12 or 15 years old.
  - D. When the writer was 12 or 13 years old.
20. ".....I still **whimpered**." (line 4) The meaning of the underlined word is ....
- A. talked in cry
  - B. talked angrily
  - C. talked loudly
  - D. talked happily
21. Why did the writer get an accident?
- A. Because the street is narrow and slippery.
  - B. Because the street is bad.
  - C. Because he was nervous to ride to home.
  - D. Because he was nervous to pass the narrow slippery street.
22. Which paragraph is the **resolution** of the text....
- A. paragraph 2 and 3
  - B. paragraph 3
  - C. paragraph 3 and 4
  - D. paragraph 4
23. Which statement is **false** based on the text?
- A. The writer told to his father about the accident.
  - B. The writer guessed that his father would be angry.
  - C. The writer's father proud of him because he got the accident.
  - D. The writer listened to some advices from his father.

#### Text 6 (for numbers 24-27)

.....

Last week, my friends and I went to Jogja. We visited many places.

1

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we went to a restaurant to have a lunch. As soon as we finished our lunch, we decided to go home.

5

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again. 10

*Adapted from <http://www.englishindo.com>*

24. What is the most suitable title for the text?
- A. A Beautiful Day at Jogja
  - B. Visiting Gembiraloka Zoo
  - C. The Beauty of Parangtritis Beach
  - D. My Holiday
25. "We also saw a lot of people in that beach." (line 3) The underlined word can be replaced by ....
- A. much
  - B. many
  - C. a few
  - D. a little
26. What is the topic of the second paragraph?
- A. Visiting Jogja
  - B. Visiting Parangtritis beach and Gembiraloka Zoo
  - C. The writer's activities at Jogja
  - D. Visiting some tourism places at Jogja
27. Which statement is true based on the text?
- A. The writer and her friends bought some souvenirs in Parangtritis.
  - B. The weather was bad when the writer and her friends visited Parangtritis.
  - C. The writer and her friends thought that the day was a beautiful day.
  - D. The writer wanted to go Jogja again.

**Text 7 (for numbers 28-32). Read the text carefully.**

### A Private Conversation

Last week I went to the theatre. I had a very good seat. The play was very interesting but I did not enjoy it. A young man and a young woman sitting behind me were talking loudly. Therefore, I could not hear the actors. Then, I turned around and looked at the man angrily. However, they did not pay attention. In the end, I still could not hear it. I turned around again and said angrily "I can't hear any word. " It's not your business, "the young man said rudely, "this is a private conversation." 1 5

*Adapted from Practice & Progress*

28. Who were sitting behind the writer?
- A. The writer's friends
  - B. A man and a woman

- C. A young couple  
D. A couple
29. Why did the writer get angry?
- A. Because he could not see the actors.  
B. Because he did not like to the man sitting behind him.  
C. Because the play was not interesting.  
D. Because he could not hear the actors.
30. "In the end, I still could not hear it." (line 5) The word "it" refers to .....
- A. the writer's voice  
B. a young man and a young woman conversation  
C. the actors' voice  
D. any words
31. What did the young man mean of the statement "this is a private conversation."?
- A. He did not want the writer to hear their conversation.  
B. The conversation was important.  
C. The writer is not their friend.  
D. He did not like to the writer.
32. Which statement is **false** based on the text ?
- A. The writer did not enjoy the play.  
B. The writer went to the theatre alone.  
C. The writer knew the ending of the play.  
D. The writer annoyed the young couple.

**Text 8 (for number 33-35). Read the text carefully, then fill in the blanks.**

### **In the Beach**

Last month, my family and I went to the beach. We wanted to 33)..... our mind and enjoy the fresh air. We went there early in the morning by car.

After parking our car, we 34)..... along the beach barefooted. We could feel the smoothness of the sand. The cold sea water touched our feet.

Then, we looked for a place to take a rest. We 34)..... the mat on the ground and ate together. While eating, we saw many children 35)..... sand castles.

*Adapted from: Practice & Progress*

33. A. run  
B. enjoy  
C. refresh  
D. change

34. A. rested  
B. walked  
C. enjoyed  
D. sat
35. A. took  
B. rolled out  
C. sat  
D. put
36. A. ate  
B. enjoyed  
C. collected  
D. built

**Text 9 (for numbers 37-40). Read the text carefully.**

.....

I went to Rahman's house yesterday to do homework. I went there with Dodi. After finishing the homework, Rahman made *rujak*. Rahman likes spicy food, so he made it very spicy. Actually, I never ate spicy food, but yesterday I could not stop myself from eating it. The *rujak* was very tasty, although it was spicy. I ate it too much. The next morning I got a stomachache and I could not go to school.

*Adapted from English Focus*

37. Why did the writer go to Rahman's house?
- E. Because wanted to play with Rahman.  
F. Because he wanted to do a homework.  
G. Because he wanted to eat *rujak*.  
H. Because he wanted to make *rujak*.
38. "Rahman likes spicy food, so he made it very spicy." (line 2) The **synonym** of the underlined word is ....
- E. hot  
F. sour  
G. salty  
H. chilly
39. What did happen to the writer in the next day?
- A. The writer had finished his homework.  
B. The writer went to school.  
C. The writer would not eat *rujak* again.  
D. The writer got a stomachache.

40. Why did the writer get a stomachache the next morning?

- E. Because the *rujak* was very tasty.
- F. Because he ate too much spicy *rujak*.
- G. Because he likes to eat *rujak*.
- H. Because he did not want to go to school.

PROTOTYPE OF PRE-TEST KEY ANSWER:

1. C	11. B	21. D	31. A
2. C	12. C	22. D	32. C
3. B	13. B	23. C	33. C
4. D	14. C	24. A	34. B
5. A	15. C	25. B	35. B
6. D	16. C	26. C	36. D
7. C	17. D	27. D	37. B
8. C	18. D	28. C	38. A
9. B	19. D	29. D	39. D
10. A	20. A	30. C	40. B

# BLUE-PRINT OF READING COMPREHENSION PRE-TEST

Students: Junior High School students, Grade 8, semester 2

## A. Standard of Competence:

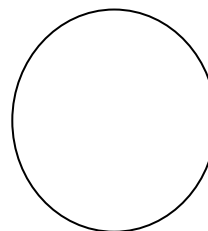
11. Comprehending the meaning of simple essays in the form of recount and narrative to interact with the surrounding environment.

## B. Basic Competency:

- 11.3 Responding to the meaning and the rhetoric steps of the simple essays in the form of recount and narrative which deal with surrounding environment in accurately, fluently, and acceptable.

No.	Genre	Indicators	Item Number	Total
1	Recount	Finding the main idea	14, 17, 18	3
		Finding the topic	1, 6, 15, 24, 26	5
		Identifying the specific information	7, 10, 19, 28, 39	5
		Deducting the meaning of unfamiliar lexical items	2, 8, 20, 38,	4
		Making inferences	3, 12, 21, 29, 37, 40	6
		identifying references	16, 30	2
		Critical reading	9, 13, 23, 27, 32	5
		Identifying communicative function of the text	5	1
		Identifying generic structure of the text	22	1
		Identifying paraphrase	4, 11, 31	3
		Identifying determiner	25	1
		Recognizing grammatical word classes (verb)	33, 34, 35, 36	4
	Total			40

## QUESTION SHEETS



**Subject : English**

**Grade : 8**

**Skill : Reading**

**Text Type : Recount**

**Day/Date : -**

**Time Allocation : 100 minutes**

### Multiple choice Questions

Choose the best answer by crossing A, B, C, or D on your answer sheet. Keep the question sheet clean.

**Text 1 (for numbers 1-5). Read the text carefully.**

.....

Last weekend Dicky, Vinda, Laras, and I hiked to Gunung Penanggungan. We started very early on Saturday from our village, Klandungan. We reached Oro-oro Ombo for lunch after we hiked for almost 4 hours. Then, we continued our hike. We talked about many things along the way. Sometimes we laughed aloud when our stories seemed funny. We reached the next stop one hour later. It was a hilltop. The view from this place looked very amazing. Then we walked off down into the valley. Over there we camped for one night. I had not been there before. On Sunday we returned through a small village – Desa Pasir Wangi -- to a closest bus station. The climbing out of the valley was really hard for us but it was worth it.

*Adapted from Bahasa Inggris Sekolah Menengah Pertama*

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

- A. Hiking in last weekend.
- B. Hiking with My Friends.
- C. Hiking in Gunung Penanggungan.
- D. My Hiking.

2. "...when our stories seemed funny." (line 5) The **synonym** of the underlined word is ....
- A. attractive
  - B. terrible
  - C. humorous
  - D. Interesting
3. How did the writer and her friends probably go home?
- A. on foot
  - B. by bus
  - C. by hiking
  - D. by walking
4. "The climbing out of the valley was really hard for us but it was worth it." (line 9) The writer's statement means....
- A. He thought that climbing mountain was hard.
  - B. He thought that climbing mountain was worth.
  - C. He thought that climbing mountain was fun.
  - D. He thought his hard work was worth.
5. What is the social function of the text?
- A. To retell.
  - B. To explain.
  - C. To report.
  - D. To describe.

**Text 2 (for numbers 6-9). Read the text carefully.**

Denpasar, 19 August 2012

Hi, Putri how are you? I hope you are fine.

1

By the way, I want to tell you about my holiday. Last month, I went to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.

First, I visited Tangkuban Perahu. The place is just amazing. Many people like to go there in holiday. After that, I went to Dago Street. I bought some t-shirt there. Then I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is famous for its 'peuyeum'. Finally, I went to a cafe nearby to have lunch. I spent three days in Bandung and that was really fun.

5

Anyway, I will write to you again next time. Write to me as soon as you can. Bye.

10

Sincerely,

Ketut Tantri

*Adapted from Scaffolding*



6. What is the text about?

- A. The writer's letter for Putri.
- B. The writer's asking for Putri's letter.
- C. The writer's promise to write again.
- D. The writer's holiday in Bandung.

7. The writer went to the Bandung in .....

- A. August
- B. Last August
- C. July
- D. September

8. "The place is just amazing." (line 5). The **antonym** of the underlined word is ....

- A. beautiful
- B. wonderful
- C. awful
- D. great

9. Which the statement is **correct** according to the letter?

- A. Ketut Tantri bought shoes, dolls, and some t-shirt in Cibaduyut.
- B. Ketut Tantri went to Bandung for the first time.
- C. Ketut Tantri thought that Tangkuban Perahu is awful.
- D. Ketut Tantri went to a restaurant for lunch.

**Text 3 (for numbers 10- 14). Read the text carefully.**

Sunday, August 19<sup>th</sup>, 2012

Dear, Diary

It was *takbiran* night. It was also my birthday, and nothing happened. 1

That night, I was watching television with my family. I heard someone  
lit fireworks in my front yard. I saw through my glass window but I could see  
nothing. It was very dark outside. Then I thought it might be my cousins who lit  
the fireworks. Then I sat down on my sofa again and tried to concentrate on the 5  
television. Five minutes later my cellular phone beeped. It was a text from my  
friend. She asked me to come out. Then, I took my jacket and hurried to the  
front door. I was surprised to see her. She brought a bag full of firework and fire  
drills. Next, my other friend came out from the darkness. She brought a  
beautiful birthday cake on her hands. Oh my God! I shouted. Then they gave 10  
the cake to me. I could not say anything.

I thought it was a plain day before, but it became the greatest moment in  
my life. I didn't even know how to describe what I felt. Happy was the simplest  
word.

Adapted from <http://www.englishindo.com>

10. What was the writer waiting for in *takbiran* night?
- for special gift.
  - for *takbiran*.
  - for watching television.
  - for lighting the firework.
11. "I saw through my glass window but I could see nothing" (line 3). The underlined statement means...
- the writer saw a thing
  - the writer did not see anything
  - the writer saw something
  - the writer could see her cousin
12. Why did the writer come out when she was watching television?
- Because her cellular phone beeped.
  - Because she wanted to see the surprise.
  - Because her friend asked her to come out.
  - Because she heard someone lit the firework.
13. Which statement is **false** according to the text?
- The *takbiran* night is the writer birthday.
  - The writer celebrated the *Idul Fitri* day by lighting firework with her friends.
  - The writer thought that no one will give her special gift.
  - The writer was happy to get a surprise from her friends in her birthday.
14. What is the main idea of the text?
- The writer birthday is in *takbiran* night.
  - The writer celebrated her birthday with her friends and family.
  - The writer got surprise from her friends in her birthday.
  - The writer's thought that her birthday would be plain was not true.

**Text 4 (for numbers 15-18). Read the text carefully.**

.....

Last night, I read an article about adolescence in a magazine. I learned 1  
that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my  
own adolescence. I was fourteen at that time. I felt very emotional about  
everything. But I tried to learn more about myself. I tried to discover what I 5  
wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took  
*karawitan* lessons on Mondays. On Tuesdays, I joined an English course. Then  
on Wednesdays and Thursdays, I had extra science and math lessons. Fridays,  
it was my time to play basketball with my friends. Finally, I spent most of my 10  
weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

*Adapted from English in Focus*

15. What is the suitable title for the text?
- A. Reading An Adolescence Article
  - B. Reading An Adolescence Article in A Magazine
  - C. My Adolescence Experience
  - D. How to Control Adolescence Emotion
16. “...it was a time of change between childhood and adulthood.....” (line 2) The word “it” refers to....
- A. last night
  - B. fourteen years old
  - C. adolescence
  - D. emotion
17. What is the main idea of the third paragraph?
- A. The writer read adolescence article to divert her emotion.
  - B. The writer read adolescence article to know about the adolescence.
  - C. The writer joined some extra curricular activities to divert her adolescence.
  - D. The writer controlled her emotions by doing positive activities.
18. What is the end of the text?
- A. The writer remembered of his adolescence.
  - B. The writer did some extra curricular activities to divert his emotions.
  - C. The writer joined positive activities during his adolescence.
  - D. The writer succeeded in controlling his emotions.

**Text 5 (for numbers 19- 23). Read the text carefully.**

### **My First Experience to Ride Motorcycle**

When I was ten years old, my father bought an old motorcycle. It was "Honda 75". I thought it was easy to ride because it is small. I asked my father to train me to ride. Firstly, my father refused my request. He promised that he would train me two or three years later, but I still whimpered. Finally, my father surrendered and promised to train me.

He trained me riding the motorcycle around a field in my village. My father was very patient in giving me some directions. I was very happy.

One day later, when I was alone at home, I intended to try my riding ability. All ran well in the beginning, but when I was back to my home I had to pass a narrow slippery street. I got nervous and lost my control, so I fell to the ditch. After that, I told my father about the accident. I imagined my father would be angry and never let me ride again. But it was on the contrary, my father was very proud of

1

5

10

me. He just gave me some advices. Since that accident, I got my father's permission to ride motorcycle.

*Adapted from <http://www.englishindo.com>*

19. When did the writer's father promise to teach him riding motorcycle?
- A. When the writer was 10 years old.
  - B. When the writer was 12 years old.
  - C. When the writer was 12 or 15 years old.
  - D. When the writer was 12 or 13 years old.
20. ".....I still **whimpered**." (line 4) The meaning of the underlined word is ....
- A. talked in cry
  - B. talked angrily
  - C. talked loudly
  - D. talked happily
21. Why did the writer get an accident?
- A. Because the street is narrow and slippery.
  - B. Because the street is bad.
  - C. Because he was nervous to ride to home.
  - D. Because he was nervous to pass the narrow slippery street.
22. Which paragraph is the **resolution** of the text....
- A. paragraph 2 and 3
  - B. paragraph 3
  - C. paragraph 3 and 4
  - D. paragraph 4
23. Which statement is **false** based on the text?
- A. The writer told to his father about the accident.
  - B. The writer guessed that his father would be angry.
  - C. The writer's father proud of him because he got the accident.
  - D. The writer listened to some advices from his father.

#### Text 6 (for numbers 24-27)

.....

Last week, my friends and I went to Jogja. We visited many places. 1

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw 5

many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we went to a restaurant to have a lunch. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit 10

Jogja again.

*Adapted from <http://www.englishindo.com>*

24. What is the most suitable title for the text?
- A. A Beautiful Day at Jogja
  - B. Visiting Gembiraloka Zoo
  - C. The Beauty of Parangtritis Beach
  - D. My Holiday
25. “We also saw a lot of people in that beach.” (line 3) The underlined word can be replaced by ....
- A. much
  - B. many
  - C. a few
  - D. a little
26. What is the topic of the second paragraph?
- A. Visiting Jogja
  - B. Visiting Parangtritis beach and Gembiraloka Zoo
  - C. The writer’s activities at Jogja
  - D. Visiting some tourism places at Jogja
27. Which statement is **true** based on the text?
- A. The writer and her friends bought some souvenirs in Parangtritis.
  - B. The weather was bad when the writer and her friends visited Parangtritis.
  - C. The writer and her friends thought that the day was a beautiful day.
  - D. The writer wanted to go Jogja again.

**Text 7 (for numbers 28-32). Read the text carefully.**

### A Private Conversation

Last week I went to the theatre. I had a very good seat. The play was very interesting but I did not enjoy it. A young man and a young woman sitting behind me were talking loudly. Therefore, I could not hear the actors. Then, I turned around and looked at the man angrily. However, they did not pay attention. In the end, I still could not hear it. I turned around again and said angrily “I can’t hear any word. “ It’s not your business, “the young man said rudely, “this is a private conversation.”

*Adapted from Practice & Progress*

28. Who were sitting behind the writer?
- A. The writer’s friends
  - B. A man and a woman
  - C. A young couple
  - D. A couple
29. Why did the writer get angry?
- A. Because he could not see the actors.
  - B. Because he did not like to the man sitting behind him.

- C. Because the play was not interesting.  
 D. Because he could not hear the actors.
30. "In the end, I still could not hear it." (line 5) The word "**it**" refers to .....
- A. the writer's voice  
 B. a young man and a young woman conversation  
 C. the actors' voice  
 D. any words
31. What did the young man mean of the statement "this is a private conversation."?
- A. He did not want the writer to hear their conversation.  
 B. The conversation was important.  
 C. The writer is not their friend.  
 D. He did not like to the writer.
32. Which statement is **false** based on the text ?
- A. The writer did not enjoy the play.  
 B. The writer went to the theatre alone.  
 C. The writer knew the ending of the play.  
 D. The writer annoyed the young couple.

**Text 8 (for number 33-35). Read the text carefully, then fill in the blanks.**

### **In the Beach**

Last month, my family and I went to the beach. We wanted to 33)..... our mind and enjoy the fresh air. We went there early in the morning by car.

After parking our car, we 34)..... along the beach barefooted. We could feel the smoothness of the sand. The cold sea water touched our feet.

Then, we looked for a place to take a rest. We 34)..... the mat on the ground and ate together. While eating, we saw many children 35)..... sand castles.

*Adapted from: Practice & Progress*

- |               |            |
|---------------|------------|
| 33. A. run    | C. refresh |
| B. enjoy      | D. change  |
|               |            |
| 34. A. rested | C. enjoyed |
| B. walked     | D. sat     |

35. A. took  
B. rolled out  
C. sat  
D. put
36. A. ate  
B. enjoyed  
C. collected  
D. built

**Text 9 (for numbers 37-40). Read the text carefully.**

.....

I went to Rahman's house yesterday to do homework. I went there with Dodi. After finishing the homework, Rahman made *rujak*. Rahman likes spicy food, so he made it very spicy. Actually, I never ate spicy food, but yesterday I could not stop myself from eating it. The *rujak* was very tasty, although it was spicy. I ate it too much. The next morning I got a stomachache and I could not go to school.

*Adapted from English Focus*

37. Why did the writer go to Rahman's house?
- A. Because wanted to play with Rahman.  
B. Because he wanted to do a homework.  
C. Because he wanted to eat *rujak*.  
D. Because he wanted to make *rujak*.
38. "Rahman likes spicy food, so he made it very spicy." (line 2) The **synonym** of the underlined word is ....
- A. hot  
B. sour  
C. salty  
D. chilly
39. What did happen to the writer in the next day?
- A. The writer had finished his homework.  
B. The writer went to school.  
C. The writer would not eat *rujak* again.  
D. The writer got a stomachache.
40. Why did the writer get a stomachache the next morning?
- A. Because the *rujak* was very tasty.  
B. Because he ate too much spicy *rujak*  
C. Because he likes to eat *rujak*.  
D. Because he did not want to go to school.

## PROTOTYPE OF POST-TEST (1) KEY ANSWER:

1. C	11. B	21. D	31. A
2. C	12. C	22. D	32. C
3. B	13. B	23. C	33. C
4. D	14. C	24. A	34. B
5. A	15. C	25. B	35. B
6. D	16. C	26. C	36. D
7. C	17. D	27. D	37. B
8. C	18. D	28. C	38. A
9. B	19. D	29. D	39. D
10. A	20. A	30. C	40. B



## BLUE-PRINT OF READING COMPREHENSION POST-TEST

Students: Junior High School students, Grade 8, semester 2

### A. Standard of Competence:

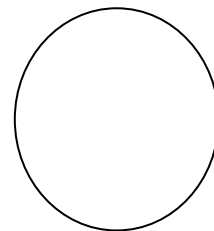
11. Comprehending the meaning of simple essays in the form of recount and narrative to interact with the surrounding environment.

### B. Basic Competency:

- 11.3 Responding to the meaning and the rhetoric steps of the simple essays in the form of recount and narrative which deal with surrounding environment in accurately, fluently, and acceptable.

No.	Genre	Indicators	Item Number	Total
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		Deducting the meaning of unfamiliar lexical items	2, 8, 20, 38,	4
		Making inferences	3, 12, 21, 29, 37, 40	6
		identifying references	16, 30	2
		Critical reading	9, 13, 23, 27, 32	5
		Identifying communicative function of the text	5	1
		Identifying generic structure of the text	22	1
		Identifying paraphrase	4, 11, 31	3
		Identifying determiner	25	1
		Recognizing grammatical word classes (verb)	33, 34, 35, 36	4
	Total			40

## QUESTION SHEETS



**Subject** : English  
**Grade** : 8  
**Skill** : Reading  
**Text Type** : Recount  
**Day/Date** : -  
**Time Allocation** : 80 minutes

---

### Multiple choice Questions

Choose the best answer by crossing A, B, C, or D on your answer sheet. Keep the question sheets clean.

**Text 1 (for numbers 1-5). Read the text carefully.**

### A Tour to the Botanic Gardens

On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus. 1

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the Orchid Farm and Mrs. Rita read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea. 5

Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk.

A lady took us around and introduced herself, then she explained what we were going to do. Next she took us in to the green house. It was most interesting. 10

Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

*Adapted from Bahasa Inggris Sekolah Menengah Pertama*

1. Why did students come to the Botanic Gardens?
  - A. Because they had a holiday.
  - B. Because they wanted to have a picnic.
  - C. Because they wanted to know about some plants.

- D. Because Botanic Gardens was interesting.
2. Where did students take some tea?
- in Green House
  - in Education Centre
  - in orchid farm
  - in a little spot of Botanic Gardens
3. "Then we looked at all the **lovely** plants". (line 5) The **synonym** of the underlined word is....
- love
  - ugly
  - beautiful
  - rarely
4. Which paragraph are events of the text?
- paragraph 1 and 2
  - paragraph 2 and 3
  - paragraph 1, 2, 3 and 4
  - paragraph 2, 3, and 4
5. Which statement is **true** according to the text?
- The writer went to Botanic Gardens for holiday.
  - Students got some information about Orchid.
  - After having lunch students went back to the bus.
  - Students went home after leaving Botanic Gardens.

**Text 2 (for numbers 6-9). Read the text carefully.**

.....

Last week, my friends and I went to Jogja. We visited many places. 1

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw 5

many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we went to a restaurant to have a lunch. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit 10

Jogja again.

*Adapted from <http://www.englishindo.com>*

6. What is the most suitable title for the text?
- A Beautiful Day at Jogja
  - Visiting Gembiraloka Zoo
  - The Beauty of Parangtritis Beach
  - My Holiday

7. "We also saw a lot of people in that beach." (line 3) The underlined word can be replaced by ....
- A. much
  - B. many
  - C. a few
  - D. a little
8. What is the topic of the second paragraph?
- A. Visiting Jogja
  - B. Visiting Parangtritis beach and Gembiraloka Zoo
  - C. The writer's activities at Jogja
  - D. Visiting some tourism places at Jogja
9. Which statement is **true** based on the text?
- A. The writer and her friends bought some souvenirs in Parangtritis.
  - B. The weather was bad when the writer and her friends visited Parangtritis.
  - C. The writer and her friends thought that the day was a beautiful day.
  - D. The writer wanted to go Jogja again.

**Text 3 (for numbers 10-13). Read the text carefully.**

.....

Last night, I read an article about adolescence in a magazine. I learned 1  
that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my  
own adolescence. I was fourteen at that time. I felt very emotional about  
everything. But I tried to learn more about myself. I tried to discover what I 5  
wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extracurricular activities. I took  
*karawitan* lessons on Mondays. On Tuesdays, I joined an English course. Then  
on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, 10  
it was my time to play basketball with my friends. Finally, I spent most of my  
weekends with my family.

I was able to control my emotions and to have a place where I could  
express my creativity in positive ways.

*Adapted from English in Focus*

10. What is the suitable title for the text?
- A. Reading An Adolescence Article
  - B. Reading An Adolescence Article in A Magazine
  - C. My Adolescence Experience
  - D. How to Control Adolescence Emotion

11. “...**it** was a time of change between childhood and adulthood.....” (line 2) The word “**it**” refers to....
- last night
  - fourteen years old
  - adolescence
  - emotion
12. What is the main idea of the third paragraph?
- The writer read adolescence article to divert her emotion.
  - The writer read adolescence article to know about the adolescence.
  - The writer joined some extracurricular activities to divert her adolescence.
  - The writer controlled her emotions by doing positive activities.
13. What is the end of the text?
- The writer remembered of his adolescence.
  - The writer did some extracurricular activities to divert his emotions.
  - The writer joined positive activities during his adolescence.
  - The writer succeeded in controlling his emotions.

**Text 4 (for numbers 14-18). Read the text carefully.**

.....

Last weekend Dicky, Vinda, Laras, and I hiked to Gunung Penanggungan. We started very early on Saturday from our village, Klandungan. We reached Oro-oro Ombo for lunch after we hiked for almost 4 hours. Then, we continued our hike. We talked about many things along the way. Sometimes we laughed aloud when our stories seemed funny. We reached the next stop one hour later. It was a hilltop. The view from this place looked very amazing. Then we walked off down into the valley. Over there we camped for one night. I had not been there before. On Sunday we returned through a small village – Desa Pasir Wangi -- to a closest bus station. The climbing out of the valley was really hard for us but it was worth it.

*Adapted from Bahasa Inggris Sekolah Menengah Pertama*

14. What is the most suitable title of the text?
- Hiking in Last Weekend
  - Hiking with My Friends
  - Hiking in Gunung Penanggungan
  - My Hiking
15. “...when our stories seemed **funny**.” (line 5) The **synonym** of the underlined word is ....
- attractive
  - terrible

- C. humorous  
D. Interesting
16. How did the writer and her friends probably go home?
- A. on foot  
B. by bus  
C. by hiking  
D. by walking
17. “*The climbing out of the valley was really hard for us but it was worth it.*” (line 9)  
The writer’s statement means....
- A. He thought that climbing mountain was hard.  
B. He thought that climbing mountain was worth.  
C. He thought that climbing mountain was fun.  
D. He thought that his hard work was worth.
18. What is the social function of the text?
- A. To retell.  
B. To explain.  
C. To report.  
D. To describe.

**Text 5 (for numbers 19-23). Read the text carefully.**

#### **A Private Conversation**

Last week I went to the theatre. I had a very good seat. The play was very 1  
interesting but I did not enjoy it. A young man and a young woman sitting  
behind me were talking loudly. Therefore, I could not hear the actors. Then, I  
turned around and looked at the man angrily. However, they did not pay  
attention. In the end, I still could not hear it. I turned around again and said 5  
angrily “I can’t hear any word. “ It’s not your business, “the young man said  
rudely, “this is a private conversation.”

*Adapted from Practice & Progress*

19. Who were sitting behind the writer?
- A. The writer’s friends  
B. A man and a woman  
C. A young couple  
D. A couple
20. Why did the writer get angry?
- A. Because he could not see the actors.  
B. Because he did not like to the man sitting behind him.  
C. Because the play was not interesting.  
D. Because he could not hear the actors.

21. "In the end, I still could not hear it." (line 5) The word "**it**" refers to .....
- the writer's voice
  - a young man and a young woman conversation
  - the actors' voice
  - any words
22. What did the young man mean of the statement "this is a private conversation." (line 7)?
- He did not want the writer to hear their conversation.
  - The conversation was important.
  - The writer is not their friend.
  - He did not like to the writer.
23. Which statement is **false** based on the text?
- The writer did not enjoy the play.
  - The writer went to the theatre alone.
  - The writer knew the ending of the play.
  - The writer annoyed the young couple.

**Text 6 (for numbers 24-27). Read the text carefully.**

Denpasar, 19 August 2012

Hi, Putri how are you? I hope you are fine.

1

By the way, I want to tell you about my holiday. Last month, I went to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.

First, I visited Tangkuban Perahu. The place is just amazing. Many people like to go there in holiday. After that, I went to Dago Street. I bought some t-shirt there. Then I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is famous for its 'peuyeum'. Finally, I went to a cafe nearby to have lunch. I spent three days in Bandung and that was really fun.

5

10

Anyway, I will write to you again next time. Write to me as soon as you can. Bye.

Sincerely,

Ketut Tantri

*Adapted from Scaffolding*

24. What is the text about?
- The writer's letter for Putri.
  - The writer's asking for Putri's letter.

- C. The writer's promise to write again.  
 D. The writer's holiday in Bandung.
25. The writer went to the Bandung in .....
- A. August  
 B. Last August  
 C. July  
 D. September
26. "The place is just amazing." (line 5). The **antonym** of the underlined word is ....
- A. beautiful  
 B. wonderful  
 C. awful  
 D. great
27. Which statement is **correct** according to the letter?
- A. Ketut Tantri bought shoes, dolls, and some t-shirt in Cibaduyut.  
 B. Ketut Tantri went to Bandung for the first time.  
 C. Ketut Tantri thought that Tangkuban Perahu is awful.  
 D. Ketut Tantri went to a restaurant for lunch.

**Text 7 (for numbers 28-31). Read the text carefully.**

### Celebrating Grandpa's Birthday

It was my grandpa's birthday last Sunday. On Friday, my sister and I 1  
 went shopping at the mall. We bought a nice shirt. Then, we wrapped it in  
 a blue paper. Blue is my grandpa's favourite colour. On Saturday  
 morning, my brother and I helped my sister making a birthday cake in the  
 kitchen. It was a big and beautiful birthday cake. I wrote 'Happy 5  
 Birthday' on it. After that, we put some chocolate and a candle on the top  
 of the cake.

On Sunday evening, my uncle and my aunt came to my house. They  
 brought several bottles of soft-drink, and flowers for grandpa. Then, we  
 sat together in the living room. Finally, grandpa blew the candle and cut 10  
 the cake while we were singing a 'Happy Birthday' song for him. After  
 giving each of us a piece of cake, he opened the present. He told us that  
 he liked the present, and he was very happy.

*Adapted from Bahasa Inggris Sekolah Menengah Pertama*

28. Who did make a birthday cake for grandpa?
- A. the writer and the writer's sister  
 B. the writer  
 C. the writer, the writer's sister and the writer's brother  
 D. the writer's sister



29. Why did the writer wrap the gift in a blue paper?
- Because the writer likes blue colour.
  - Because grandpa loves blue colour very much.
  - Because blue is good.
  - Because the shop only provided blue paper.
30. What is the main idea of the first paragraph?
- preparing for celebrating grandpa's birthday
  - buying a present for grandpa
  - wrapping a present for grandpa
  - making birthday cake for grandpa's birthday
31. Why was grandpa very happy?
- Because he liked the birthday cake.
  - Because he blew the candle.
  - Because he sang "Happy Birthday" song.
  - Because he celebrated his birthday with his family.

**Text 8 (for numbers 32-36). Read the text carefully.**

.....

One day Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor. 1

In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature. "I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs rest for a few days", said the doctor. 5 10

*Adapted from Bahasa Inggris Sekolah Menengah Pertama*

32. Who is Mrs. Lidia?
- Dewi's friend
  - the doctor
  - the chairman of the class
  - the English teacher
33. Why did Dewi vomit?
- Because her temperature was very high.
  - Because she had bad cough.
  - Because she had stomachache.
  - Because she had not eat yet.

34. "Mrs. Lidia helped her immediately". ( line 3) The underlined word can be replaced by...
- directly
  - possibly
  - carefully
  - patiently
35. "Then he took her temperature". (line 7) The underlined sentence means...
- The doctor removed Dewi's temperature.
  - The doctor used the temperature.
  - The doctor took his temperature tool.
  - The doctor checked Dewi's temperature.
36. Which statement is **false** according to the text...
- Mrs. Lidia took Dewi to the school's doctor.
  - Dewi got three kinds of medicine from the doctor.
  - Dewi should take rest for some days.
  - Dewi got cough.

**Text 9 (for numbers 37-40). Read the text carefully, then fill in the blanks.**

.....

I went to Rahman's house yesterday to do homework. I 37)..... there with Dodi. After finishing the homework, Rahman made *rujak*. Rahman likes spicy food, so he 38)..... it very spicy. Actually, I never ate spicy food, but yesterday I could not stop myself from eating it. The *rujak* was very tasty. Although it was spicy, I 39) ..... it too much. The next morning I got a stomachache and I could not 40).... to school.

1

5

*Adapted from English Focus*

- |              |         |
|--------------|---------|
| 37. A. run   | C. went |
| B. enjoy     | D. go   |
| 38. A. makes | C. eat  |
| B. made      | D. ate  |
| 39. A. took  | C. eat  |
| B. take      | D. ate  |
| 40. A. go    | C. went |
| B. enjoyed   | D. goes |

## PROTOTYPE OF POST-TEST KEY ANSWER:

1. C	11. C	21. C	31. D
2. D	12. D	22. A	32. D
3. C	13. D	23. C	33. A
4. D	14. C	24. D	34. A
5. B	15. C	25. C	35. D
6. A	16. B	26. C	36. A
7. B	17. D	27. B	37. C
8. C	18. A	28. C	38. B
9. D	19. C	29. B	39. D
10. C	20. D	30. A	40. A

## BLUE-PRINT OF READING COMPREHENSION POST-TEST

Students: Junior High School students, Grade 8, semester 2

### A. Standard of Competence:

11. Comprehending the meaning of simple essays in the form of recount and narrative to interact with the surrounding environment.

### B. Basic Competency:

- 11.3 Responding to the meaning and the rhetoric steps of the simple essays in the form of recount and narrative which deal with surrounding environment in accurately, fluently, and acceptable.

No.	Genre	Indicators	Item Number	Total
1	Recount	Finding the main idea	14, 17, 18	3
		Finding the topic	1, 6, 15, 24, 26	5
		Identifying the specific information	7, 10, 19, 28, 39	5
		Deducting the meaning of unfamiliar lexical items	2, 8, 20, 38,	4
		Making inferences	3, 12, 21, 29, 37, 40	6
		identifying references	16, 30	2
		Critical reading	9, 13, 23, 27, 32	5
		Identifying communicative function of the text	5	1
		Identifying generic structure of the text	22	1
		Identifying paraphrase	4, 11, 31	3
		Identifying determiner	25	1
		Recognizing grammatical word classes (verb)	33, 34, 35, 36	4
	Total			40

**APPENDIX F:**  
**STUDENTS'**  
**SCORES and**  
**SPSS ANALYSIS**

### Students' Score

No.	Nama	Pre-test	Post-test
1	ADE FATUR RAMADHAN	3.25	7.5
2	ADI SETIAWAN	5.5	4
3	ADINDA SARI UTAMI	7.25	8.5
4	ADITYA WAHYU	5.5	6.25
5	ARNAZ ARDI SURYA PUTRA PRATAMA	3.5	6.75
6	BASRI SETIYONO	3.25	5.75
7	BISMO AJI SAPUTRO	7	7.25
8	DENTA RIO ARDANA		
9	DESKA FAJAR DIANTO	3	5.5
10	DYAH KUSUMA DEWI	4.25	5.25
11	FARAH DIBA AYU KINASIH	6.5	7.5
12	FAUZAN	6.25	6.75
13	FIRMAN AGUS ARDIANSYAH	7.5	8.75
14	FRENKY BINTANG PRADANA	5.75	7
15	IMAM SHOLIKHIN	2.5	6.75
16	IZAGHI IMAM ALFIANSYAH	6.25	8.25
17	KURNIAWATI	3	6.25
18	MUHAMMAD ARYA BAGASKARA	6	7.75
19	MUHAMMAD AVIV RAKA		
20	NOVIANGGI AYU BARDILA	4.25	5.25
21	NUGROHO WARISMAN	3.75	6
22	PRASETYO AJI NUGROHO	3	3
23	RAMADAHAN HENDRI SUNARTO	4	6.25
24	RIA TRIUTAMI	3.75	4.75
25	RIO VERIAWAN	3.25	7.25
26	RISNANADAMEGA PRATIWI	4.5	5.75
27	RIZKY YUNIAWAN	3.25	7
28	SATRIA	4.25	5.5
29	SEPTIA ADI NUGRAHA	4.25	7.5
30	USWATUN HASANAH	3.75	4
31	VITRA FAGIT PRATAMA	3.5	6.25
32	YOSITA AYU BELA LORENZA	5.5	5.75
33	YUSUF OKTAVIANA	5.25	6.25
34	ALDHA TIRZA ALYA	5.75	5.5

## Tests and ITEMAN Analysis

### Pre-test and Post-test Analysis

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	4.6328	32	1.41988	.25100
posttest	6.3047	32	1.31329	.23216

### The result of the t-test for equality pre-test and post-test

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-1.67188	1.41198	.24961	-2.18095	-1.16280	-6.698	31	.000

# **APPENDIX G:**

# **STUDENTS'**

# **WORKS**



25

## ANSWER SHEET

Name : FIRMEN AGUS A Day/Date : Wednesday/9  
 Number/Class : 13 / 2B Signature : FIRMEN

1.	C
2.	C
3.	B
4.	D
5.	A
<del>6.</del>	A
<del>7.</del>	B
8.	C
9.	B
10.	A
(11.)	B
12.	C
13.	B
<del>14.</del>	A
<del>15.</del>	D
<del>16.</del>	B
17.	D
18.	D
19.	DD
20.	A

21.	D
22.	D
23.	C
24.	A
25.	B
<del>26.</del>	B
<del>27.</del>	C
28.	DC
29.	D
30.	C
31.	A
32.	C
33.	C
34.	B
<del>35.</del>	D
36.	D
<del>37.</del>	A
<del>38.</del>	D
39.	D
40.	B

$$\frac{30}{A} = 7,5$$

11

## ANSWER SHEET

Name : MUH. ARYA B. Day/Date : Rabu / 9, Januari, 19  
 Number/Class : 18 / VIII B Signature : *[Signature]*

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

21.	D
<del>22.</del>	C
<del>23.</del>	D
24.	A
<del>25.</del>	A
26.	C
27.	D
<del>28.</del>	B
29.	D
<del>30.</del>	B
31.	A
32.	C
33.	C
34.	B
35.	B
36.	D
37.	B
<del>38.</del>	D
39.	D
40.	B

$$\frac{24}{4} = 6$$

Adinda Sari Utami 02  
Djaja Kusuma Triwidio

Novi Nugsi Alis 22  
Dia Tri Utami 24

Usman Hasanah

Prediction	Team playing Football From SMP 67.
Clarification	<p>Identify words that are difficult to understand: * He would ground anyone who came late and not <u>obeyed</u> (memindikan) the team's rules.</p> <p>Identify confusions words, parts, or ideas: With Mr. Sentana, our team <u>won</u> (memenangkan) many tournaments in many big cities.</p> <p>Identify sentences, pages, or ideas that need clarifying:</p>
Questioning	<p>What...the purpose of the text ? Who... When... Where... Why... How ... Job :</p> <p>* The purpose of the text is to retell the writer's football experien in the past</p>
Summarization	<p>The text is about the writer's football experien</p> <p>The most important ideas of the text ....</p>

Name of groups : Adi Setiawan (2) Fauzan (12)  
 Bismil Aji Sagutro (7)  
 Imam Sholikhin (15)  
 Class : 8B  
 Day/date : 30 January 2013

Prediction	I think/predict the text will be about..... the writer's holiday experience in the past the writer's holiday Experience my holiday in east Java
Clarification	Identify words that are difficult to understand (Kata) scary scenery - pemandangan horseback = pelana kuda However - bagaimanapun Identify sentences that need clarifying (Kalimat) We rode on horseback It was scary, but it was fun
Questions	What did the writer see in the morning? - Mount Bromo. Who did go to Mount Bromo? - Me and My friends When did they go to Mount Bromo? - In the morning Where the writer's stayed? - In the writer's friend's house Why did the writer's scary? - Because he rode on horseback How did the writer's feel? - It was very fun to have a holiday like this
Summarization	From the text we conclude that.... (Kesimpulan) This text tells about writer's experience in East Java Based on the text our summary is: (Ringkasan) The writer went to Bromo mountain. The writer stayed in the writer's friend house. In the morning the writer friend and the writer saw mount Bromo. However, I think is very fun

### Kelompok 6

Name of groups : Bis.no (07) Rio (24)  
 Bagaskara (18)  
 Septia Adi (29)

Class : 4B

Day/date : Wednesday, 6<sup>th</sup> February 2013

Prediction	I think/predict the text will be about. The writer <del>take</del> holiday at Parangtritis beach.
Clarification	Identify words that are difficult to understand: If studied too <u>seriously</u> , I would get <u>stressed possibly</u> . = > seriously : dengan serius. = > Stressed possibly : mungkin stres. } berkaitan. Identify sentences that need clarifying:
Questions	What...did the writer's purpose to go to parangtritis beach (holiday)? Who..... When...did the examination would be held? Where...did the writer's holiday? Why..... How ..... Jawaban : tidak ada.
Summarization	From the text we conclude that...is the writer had holiday for refreshing because in the next semester would be held a hard examination. Based on the text our summary is: At the end of the first semester, there was a holiday, because in the next semester would be held a hard examination. But, I changed my mind to take refreshing On Monday, we had been ready to go to Parangtritis beach we enjoyed our holiday at the time. But we didn't forget to study for the examination either.



Answer :

1. the writer's purpose is to refreshing, because on the next Semester would be held a hard examination. (what)
2. at a parangtritis beach. (where)
3. on the next semester. (when)

## TASK 3

1. The writer went to Bromo for holiday /
2. Mount Bromo is in Probolinggo, East Java. /
3. In the morning, my friends and I saw Mount Batak. we rode on horseback. Then we went to get a closer look at the mountain. we took pictures of the beautiful scenery there. After that, we took a rest and have lunch.

4. Rode on horseback  $\frac{1}{2}$

5. The writer feels happy to have a holiday like that.  $\frac{1}{2}$

## TASK 4

1. The writer holiday to Mount Bromo
2. Scenery. Pemandangan.  $\frac{1}{2}$   
horseback = Pelana kuda.

3. Introduction. Paragraph I  
events = ——— I  
Re-orientation: ——— III

4. To retell the writer's experience holiday to Mount Bromo  $\frac{1}{2}$

5. the writer's holiday  $\frac{1}{2}$

3. under a big tree. Before we got home, we went to the zoo at work. we went home in the afternoon.

USWATUN. H. / 30 / VIII - B

## Task 3

Bina Tri Utami  
Vivi Bhe/11/

1. IN HOLIDAY. ✓ m
2. Mount Bromo is Probolinggo, East Java. |
3. In the morning my friend and I saw Mount Bromo. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we ~~went~~ to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonorejo. We went home in the afternoon.
4. horseback X
5. The writer Feels happy to have a holiday like that. 1/2

## Task 4

1. Holiday in Probolinggo, East Java |
2. However, I think it was very fun to have a holiday like this.  
⇒ However: (Bogaimanapun). |
3. Introduction : Paragraph I  
events : Paragraph II |  
re-orientation : Paragraph III
4. To retell the writer's experience holiday to Mount Bromo.
5. The writer's holiday. 1/2

6.5



13-02-2013

22x4

8.8

## Task 3

Read and study the text in Task 7 once again. Then, individually read the following statements. Write T if the statement is true and write F if the statement is false. Correct the false statement. Look at the example.

No.	Statements	T/F	Corrections
1.	The writer went to Parangtritis Beach with his family.	F	The writer went to Parangtritis Beach with his friends.
2.	The writer and his friends went to Parangtritis Beach after the examination.	F	at the end of the first semester
3.	The writer and his friends stayed in Parangtritis Beach for two days one night.	T	2
4.	The writer and his friends swam in Parangtritis Beach.	F	The writer and his friends playing with the sand and water beach
5.	The writer and his friends stayed in their friend's house in Yogyakara.	F	the writer and his friends stayed in hotel
6.	The writer took refreshing in order to avoid stress.	T	2
7.	Taking holiday to Parangtritis Beach was the writer's idea.	F	Then we decided to go to Parangtritis beach.

13-02-2013

## Task 4

Study the text in Task 1 once again. Then, individually answer the following questions.

1. Mention and define difficult words that you find in the text!
2. What is the main idea of the second paragraphs?
3. What is the end of the story?
4. What is the purpose of the text?
5. What title do you think can replace the text title?

Answer :

1. a. examination = ujian  
b. discussed = diskusi
2. The writer and his friends decided to go to Parangtritis Beach on Monday until Tuesday
3. The writer and his friends enjoyed our holiday at the time, But, They didn't forget to study for the examination either. They very happy.
4. to retell the writer's experience at Parangtritis Beach
5. Beautiful Holiday at Parangtritis Beach Yogyakarta

16

Nama : ADINDA SARI UTAMI  
 Kanon : Novianggi Ayu Bandila  
 Kiri : Bisma Aji Saputra  
 Depan : -  
 Belakang : Uraunin Haranah

## Ulangan

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. C  | 11. C | 21. C | 31. D |
| 2. D  | 12. D | 22. A | 32. D |
| 3. C  | 13. D | 23. C | 33. B |
| 4. D  | 14. C | 24. D | 34. A |
| 5. B  | 15. A | 25. C | 35. D |
| 6. A  | 16. B | 26. C | 36. A |
| 7. B  | 17. D | 27. C | 37. C |
| 8. B  | 18. A | 28. C | 38. B |
| 9. C  | 19. C | 29. B | 39. D |
| 10. C | 20. D | 30. A | 40. C |

$$39 : 4 = 8,5$$

~~44~~

$$= 8,8$$

# **APPENDIX H: ATTENDANCE LIST**

### Daftar Kehadiran Siswa selama Implementasi

No.	Nama Siswa	Tanggal									
		21/1	23/1	25/1	30/1	1/2	4/2	6/2	8/2	11/2	13/2
1	ADE FATUR RAMADHAN	.	.	.	.	A	.	.	.	.	.
2	ADI SETIAWAN	.	.	.	.	A	.	.	.	.	.
3	ADINDA SARI UTAMI	.	.	.	.	.	.	.	.	.	.
4	ADITYA WAHYU	.	.	.	.	.	.	.	.	.	.
5	ARNAZ ARDI SURYA PUTRA PRATAMA	.	.	.	.	.	.	.	.	.	.
6	BASRI SETIYONO	.	.	.	.	.	.	.	.	.	.
7	BISMO AJI SAPUTRO	.	.	.	.	.	.	.	.	.	.
8	DENTA RIO ARDANA	.	.	.	.	A	.	A	A	.	.
9	DESKA FAJAR DIANTO	.	.	.	.	.	.	.	.	.	.
10	DYAH KUSUMA DEWI	.	.	.	.	.	.	.	.	.	.
11	FARAH DIBA AYU KINASIH	.	.	.	.	.	.	.	.	.	.
12	FAUZAN	.	.	.	.	S	.	.	.	.	.
13	FIRMAN AGUS ARDIANSYAH	.	.	.	.	.	.	.	.	.	.
14	FRENKY BINTANG PRADANA	.	.	.	.	.	.	.	.	.	.
15	IMAM SHOLIKHIN	.	.	.	.	.	.	.	.	.	.
16	IZAGHI IMAM ALFIANSYAH	.	.	.	.	.	.	.	.	.	.
17	KURNIAWATI	.	.	.	.	.	.	.	.	.	.
18	MUHAMMAD ARYA BAGASKARA	.	.	.	.	.	.	.	.	.	.
19	MUHAMMAD AVIV RAKA	.	.	.	.	A	.	.	.	A	.
20	NOVIANGGI AYU BARDILA	.	.	.	.	.	.	.	.	.	.
21	NUGROHO WARISMAN	.	.	.	.	.	.	.	.	.	.
22	PRASETYO AJI NUGROHO	.	.	.	.	.	.	.	.	.	.
23	RAMADAHAN HENDRI SUNARTO	.	.	.	.	.	.	.	.	.	.
24	RIA TRIUTAMI	.	.	.	.	.	.	.	.	.	.
25	RIO VERIAWAN	.	.	.	.	A	.	.	.	.	.
26	RISNANADAMEGA PRATIWI	.	.	.	.	.	.	.	.	.	.
27	RIZKY YUNIAWAN	.	.	.	.	.	.	.	.	.	.
28	SATRIA	.	.	.	.	.	.	.	.	.	.
29	SEPTIA ADI NUGRAHA	.	.	.	.	.	A	.	.	.	.
30	USWATUN HASANAH	.	.	.	.	.	.	.	.	.	.
31	VITRA FAGIT PRATAMA	.	.	.	.	i	.	.	.	.	.
32	YOSITA AYU BELA LORENZA	.	.	.	.	.	.	.	.	.	.
33	YUSUF OKTAVIANA	.	.	.	.	.	.	.	.	.	.
34	ALDHA TIRZA ALYA	.	.	.	.	.	.	.	.	.	.

Keterangan:

A : Tidak masuk

S : Sakit

i : Ijin

**APPENDIX I:**  
**COURSE GRID**  
**and LESSON**  
**PLAN**

### COURSE GRID

School : SMP N 13 Yogyakarta

Grade/Class : 8B

Subject : English (reading)

Semester : 1

Standard competence	Basic competency	Learning material	Learning activity	Indicators	Example of the expression	Assessment	Sources	Media
11. Responding the meaning of simple essays in the form of recount and narrative to interact with the surrounding environment.	11.3 Responding to the meaning and the rhetoric steps of the simple essays in the form of recount and narrative which deal with surrounding environment in accurately, fluently, and	<ul style="list-style-type: none"> <li>the recount text</li> <li>proper noun</li> <li>descriptive words to give details</li> <li>the order of events words</li> <li>the reading strategies of reciprocal teaching</li> </ul>	a. Presentation <ul style="list-style-type: none"> <li>Presenting the material</li> <li>Relating the material to students' experience.</li> <li>Modeling in comprehending the text using reciprocal teaching.</li> </ul> b. Practice <ul style="list-style-type: none"> <li>Identifying the text generic</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to identify the characteristic and generic structure of recount text.</li> <li>Students are able to identify the topic of recount text using reading strategies of</li> </ul>	a. Models of recount: <ul style="list-style-type: none"> <li>The title</li> <li>Orientation that provides introduction.</li> <li>Sequence of events in order which is in the form of past tense.</li> <li>Re-orientation or conclusion which is provided comment.</li> </ul> b. Reciprocal	<ul style="list-style-type: none"> <li>Answering questions in group work and individually</li> <li>Performance in discussion</li> </ul>	<ul style="list-style-type: none"> <li>English books: English in Focus by Artono Wardiman etal; Scaffolding by Joko Priyana etal; Bahasa Inggris Sekolah</li> </ul>	<ul style="list-style-type: none"> <li>Reading text</li> <li>Picture</li> </ul>

	acceptable.		<p>structure</p> <ul style="list-style-type: none"> <li>• Identifying proper noun</li> <li>• Identifying descriptive noun</li> <li>• Identifying the order of events words.</li> <li>• Using reciprocal stages to comprehend the text in group.</li> </ul> <p>c. Production</p> <ul style="list-style-type: none"> <li>• Comprehending the text using reciprocal teaching stages in group.</li> </ul> <p>d. Evaluation</p> <ul style="list-style-type: none"> <li>• Evaluating the implementatio</li> </ul>	<p>reciprocal teaching.</p> <ul style="list-style-type: none"> <li>• Students are able to identify the main idea of recount text using reading strategies of reciprocal teaching.</li> <li>• Students are able to identify the difficult words by using reading strategies of reciprocal teaching.</li> <li>• Students are able to</li> </ul>	<p>teaching:</p> <ol style="list-style-type: none"> <li>1. Predicting</li> <li>2. Clarifying</li> <li>3. Questioning</li> <li>4. summarizing</li> </ol>		<p>Menengah by Utami Widiati et al</p> <ul style="list-style-type: none"> <li>• Internet</li> </ul>	
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			n of reciprocal teaching in comprehendin g the text. • Giving feedback to the students	comprehe nd the text by using reading strategies of reciprocal teaching.				
--	--	--	--	---	--	--	--	--

## LESSON PLAN

School : SMP N 13 Yogyakarta

Subject : English

Grade/semester : 8/2

Text Type : Recount

Skill : Reading

Time Allocation : 6 x 40 minutes

### A. Standard of Competence:

11. Responding the meaning of simple essays in the form of recount and narrative to interact with the surrounding environment.

### B. Basic Competency:

- 11.3 Responding to the meaning and the rhetoric steps of the simple essays in the form of recount and narrative which deal with surrounding environment in accurately, fluently, and acceptable.

### C. Indicators:

1. Identifying the characteristic and generic structure of recount text.
2. Identifying the topic of recount text using reading strategies of reciprocal teaching.
3. Identifying the main idea of recount text using reading strategies of reciprocal teaching.
4. Identifying the difficult words by using reading strategies of reciprocal teaching.
5. Responding to the meaning in recount text by using reading strategies of reciprocal teaching.

### D. Learning Objective

At the end of the lesson, students are able to respond and comprehend a recount text using the reciprocal teaching (RT).

### E. Learning Material

A recount is a text that retells past events, usually in the order in which they occurred. The purpose of the text is to retell to the audience about the description of what occurred.

Example: letters, diary, newspaper report, and eyewitness accounts.

Grammatical feature of recount:

- Use descriptive words like who, what, when, where and how.
- Use past tense
- Use words to show the events like first, next, then.

The structure of recount text:

1. Part 1 is introduction paragraph that tells who, what, where, and when.
2. Part 2 is events that contains sequence of events in the order in which they occurred
3. Part 3 is conclusion that contains the conclusion of the text.

The following below is the text that will be discussed using reading strategies of reciprocal teaching as an example.

Text 1

#### **My First Experience to Ride Motorcycle**

When I was ten years old, my father bought an old motorcycle. It was "Honda 75". I thought it was easy to ride because it is small. I asked my father to train me to ride. Firstly, my father refused my request. He promised that he would train me two or three years later, but I still whimpered. Finally, my father surrendered and promised to train me.

He trained me riding the motorcycle around a field in my village. My father was very patient in giving me some directions. I was very happy.

One day later, when I was alone at home, I intended to try my riding ability. All ran well in the beginning, but when I was back to my home I had to pass a narrow slippery street. I got nervous and lost my control, so I fell to the ditch. After that, I told my father about the accident. I imagined my father would be angry and never let me ride again. But it was on the contrary, my father was very proud of me. He just gave me some advices. Since that accident, I got my father's permission to ride motorcycle.

*Adapted from <http://www.englishindo.com>*

### Task1

Read the following text. Then, in groups apply each strategy of reciprocal teaching. Write your result in the table.

### Text 2

#### **My Football Experience**

When I was in junior high school, I really loved football. Every Saturday afternoon I practised in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a kind person. But, while he was teaching us, he was very discipline. He would ground anyone who came late and not obeyed the team's rules. 1  
5

With Mr. Sentana, our team won many tournaments in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby. 10

*Adapted from English in Focus*

Prediction	I think..... I predict .....
Clarification	Identify words that are difficult to understand: Identify confusions words, parts, or ideas: Identify sentences, pages, or ideas that need clarifying:
Questioning	What..... Who..... When..... Where..... Why..... How .....
Summarization	This part is about..... The text is about..... The most important ideas of the text.....

## Task 2

Discuss your group's discussion result with other groups.

## Task 3

Read and study the text of Task 1 once again. Then, individually answer the following questions.

1. Who is Mr. Sentana?
  - A. The writer's friend
  - B. The writer's senior
  - C. The writer's football teacher
  - D. The writer's team
2. "**They** were strong and smart players." The word "they" refers to....
  - A. Mr. Sentana and the writer's friends
  - B. My coach and my team
  - C. My team
  - D. My coach
3. "Mr. Sentana was a **kind** person." (line 3) The word "kind" has similar meaning with...
  - A. type
  - B. nice
  - C. hard
  - D. class
4. "He would **ground** anyone who came late and not obeyed the team's rules." (line 4) The **synonym** of the underlined word is .....
  - A. plant
  - B. punish
  - C. build
  - D. angry
5. What is the name of the football team?
  - A. After our Scholl
  - B. Our Team
  - C. SMP 67 Team
  - D. 67 Team
6. What is the writer's parents advice to the writer?
  - A. The writer's parents wanted him to be a football player.
  - B. The writer's parents wanted him to have a football team.
  - C. The writer's parents wanted him to be disciple.
  - D. The writer's parents' wanted him to be more concentrate on his study.

## Task 4

Review your work on Task 1 and Task 2. Then, answer the following questions individually.

1. Mention and define difficult words that you find in the text!
2. What is the topic of the text?

3. What is the end of the story?
4. What title do you think can replace the previous title?
5. What is the purpose of the text?

F. Teaching and Learning Method  
Reciprocal Teaching (RT)

G. Teaching and Learning Process

a. Pre-teaching

1. Greeting
2. Leads prayer
3. Checks students attendance
4. Checks students' preparedness
5. Lead-in

The teacher asks students about their experience, or their diary.

6. Informing the goal of the learning.

b. The main activity

1. The teacher reviews recount text includes generic structure, communicative function and tense of recount text.
2. The teacher introduces reciprocal teaching to students.
3. The teacher demonstrates each strategies of reciprocal teaching.
4. The teacher leads students in practice each strategies of reciprocal teaching in groups.
5. The teacher and students review their practice.
6. The teacher divides students in group.
7. The teacher asks students to work with a text using each strategy of reciprocal teaching in groups. In this situation the teacher still give guidance.
8. The teacher asks students to share their discussion with other groups.
9. The teacher and students discuss the result of the discussion.
10. The teacher asks students to answer multiple choice questions individually.
11. The teacher asks students to collect their work.
12. The teacher and students discuss the multiple choice questions.

13. The teacher asks students to answer short answer question individually.

14. The teacher asks students to collect their work.

15. The teacher and students discuss the students' result.

c. Post-activity

1. The teacher gives feedback about what students have learned.

2. The teacher and students evaluate about what students have learned.

3. The teacher asks students what their difficulty of learning recount text.

4. The teacher asks students what their difficulty of practice the strategies of reciprocal teaching.

5. The teacher and students make a conclusion.

6. Closing (praying and greeting)

H. Source

- Anderson, Mark. & Anderson, Kathy. (2002). *Text Type in English*. Macmillan: Macmillan Education Australia PTY LTD.
- Wardiman, A., Jahur B. M. & Djusma, S. M. (2008). *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- <http://www.englishindo.com>, accessed on 26 September 2012

I. Assessment

The assessment is done during the teaching learning process.

a. Technique : written test

b. Form : multiple choices test, short-answer questions and filling the table

c. Instrument : texts and questions

d. Rubric : Task 3= 1x6=6 6  
Task 4= 2x5=10 10

It is bonus score +4 if Task 4 is correct completely=  $\frac{4}{20} \times 20 = 4$

## Text 1

**My First Experience to Ride Motorcycle**

When I was ten years old, my father bought an old motorcycle. It was "Honda 75". I thought it was easy to ride because it is small. I asked my father to train me to ride. Firstly, my father refused my request. He promised that he would train me two or three years later, but I still whimpered. Finally, my father surrendered and promised to train me.

He trained me riding the motorcycle around a field in my village. My father was very patient in giving me some directions. I was very happy.

One day later, when I was alone at home, I intended to try my riding ability. All ran well in the beginning, but when I was back to my home I had to pass a narrow slippery street. I got nervous and lost my control, so I fell to the ditch. After that, I told my father about the accident. I imagined my father would be angry and never let me ride again. But it was on the contrary, my father was very proud of me. He just gave me some advices. Since that accident, I got my father's permission to ride motorcycle.

*Adapted from: <http://www.englishindo.com>*

## Task1

Read the following text. Then, in groups apply each strategy of reciprocal teaching. Write your result in the table.

## Text 2

**My Football Experience**

When I was in junior high school, I really loved football. Every Saturday afternoon I practised in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a kind person. But, while he was teaching us, he was very discipline. He would ground anyone who came late and not obeyed the team's rules. 1  
5

With Mr. Sentana, our team won many tournaments in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby. 10

*Adapted from English in Focus*



Prediction	I think..... I predict .....
Clarification	Identify words that are difficult to understand: Identify confusions words, parts, or ideas: Identify sentences, pages, or ideas that need clarifying:
Questioning	What..... Who..... When..... Where..... Why..... How .....
Summarization	This part is about..... The text is about..... The most important ideas of the text.....

### Task 2

Discuss your group's discussion result with other groups.

### Task 3

Read and study the text of Task 1 once again. Then, individually answer the following questions.

- Who is Mr. Sentana?
  - The writer's friend
  - The writer's senior
  - The writer's football teacher
  - The writer's team
- "**They** were strong and smart players." The word "they" refers to....
  - Mr. Sentana and the writer's friends
  - My teacher and my team
  - My team
  - My coach
- "Mr. Sentana was a **kind** person." (line 3) The word "kind" has similar meaning with...
  - type
  - nice
  - hard
  - class

4. "He would **ground** anyone who came late and not obeyed the team's rules."  
(line 4) The **synonym** of the underlined word is .....
- plant
  - punish
  - build
  - angry
5. What is the name of the football team?
- After Our School
  - Our Team
  - SMP 67 Team
  - 67 Team
6. What is the writer's parents advice to the writer?
- The writer's parents wanted him to be a football player.
  - The writer's parents wanted him to have a football team.
  - The writer's parents wanted him to be disciple.
  - The writer's parents' wanted him to be more concentrate on his study.

#### Task 4

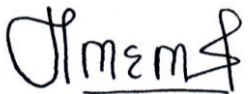
Review your work on Task 1 and Task 2. Then, answer the following questions individually.

1. Mention and define difficult words that you find in the text!
2. What is the topic of the text?
3. What is the end of the story?
4. What title do you think can replace the previous title?
5. What is the purpose of the text?

Yogyakarta, 21 Januari 2013

Mengetahui,

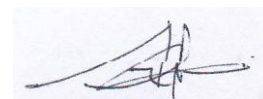
Guru Mata Pelajaran



Nuraini Hikmawati, S.Pd.

NITB. 1998

Peneliti



Dian Putri Utami

NIM. 08202241050

## Appendix

### Task 3

1. C
2. C
3. B
4. B
5. D
6. D

## LESSON PLAN

School : SMP N 13 Yogyakarta

Subject : English

Grade/semester : 8/2

Text Type : Recount

Skill : Reading

Time Allocation : 5x40 minutes

### A. Standard of Competence:

11. Responding the meaning of simple essays in the form of recount and narrative to interact with the surrounding environment.

### B. Basic Competency:

- 11.3 Responding to the meaning and the rhetoric steps of the simple essays in the form of recount and narrative which deal with surrounding environment in accurately, fluently, and acceptable.

### C. Indicators:

1. Identifying the characteristic and generic structure of recount text.
2. Identifying the topic of recount text using reading strategies of reciprocal teaching.
3. Identifying the main idea of recount text using reading strategies of reciprocal teaching.
4. Identifying the difficult words by using reading strategies of reciprocal teaching.
5. Responding to the meaning in recount text by using reading strategies of reciprocal teaching.

### D. Learning Objective

At the end of the lesson, students are able to respond and comprehend a recount text using the reciprocal teaching (RT).

## E. Learning Material

### Task 1

Read the following text. Then, in groups apply each strategy of reciprocal teaching. Write your result in the table.

#### **My Holiday**

Last week I went to Mount Bromo. I stayed in my friend's house in Probolinggo East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was very fun to have a holiday like this. I hope my next holiday will be more interesting.

*Adapted from SCAFFOLDING*

Prediction	I think/predit the text will be about.....
Clarification	Identify words that are difficult to understand:  Identify sentences that need clarifying:
Questioning	What..... Who..... When..... Where..... Why..... How .....
Summarization	From the text we conclude that.... Based on the text our summary is:

### Task 2

Discuss your group's discussion result with other groups.

### Task 3

Read and study the text of Task 1 once again. Then, individually answer the following questions.

1. What for the writer went to Bromo?
2. Where is mount Bromo?
3. What are activities that the writer done in the text?
4. “**It** was scary, but it was fun.” The word “it” refers to?
5. What is the end of the story?

### Task 4

Read and study the text of Task 1 once again. Then, individually answer the following questions.

1. What is the topic of the text?
2. Mention and define difficult words that you find in the text....
3. Which paragraph is the introduction, events, and reorientation of the text...
4. What is the communicative function of the text?
5. What title do you think can replace the previous title of the text?

## F. Teaching and Learning Method

### Reciprocal Teaching (RT)

## G. Teaching and Learning Process

### a. Pre-teaching

1. Greeting
2. Leads prayer
3. Checks students attendance
4. Checks students' preparedness
5. Lead-in
6. The teacher asks students about their vacation outside of their town.
7. Informing the goal of the learning.

### b. The main activity

1. The teacher reviews the procedure of reciprocal teaching to students.
2. The teacher gives an example or demonstrates how to practise reading techniques of reciprocal teaching.
3. The teacher divides students in group.

4. The teacher asks students to work with text using each strategies of reciprocal teaching in groups. In this situation the teacher still give guidance.
5. The teacher asks students to share their discussion with other groups.
6. The teacher and students discuss the result of the discussion.
7. The teacher asks students to short-answer questions individually.
8. The teacher and students discuss the short-answer questions.
9. The teacher asks students to collect their work.
10. The teacher and students discuss the short-answer questions.

c. Post-activity

1. The teacher gives feedback about what students have learned.
2. The teacher and students evaluate about what students have learned.
3. The teacher asks students what their difficulty of learning recount text.
4. The teacher asks students what their difficulty of practice the strategies of reciprocal teaching.
5. The teacher and students make a conclusion.
6. Closing (praying and greeting)

H. Source

- Priyana, J., Irjayanti, R. A. & Renitasari, V. (2008). *SCAFFOLDING*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

I. Assessment

The assessment is done during the teaching learning process.

1. Technique : written test
2. Form : short-answer test and filling the table
3. Instrument : text and questions
4. Rubric : Task 3=  $1 \times 5 = 5$

Task 4=  $1 \times 5 = 5 +$

### Task 1

Read the following text. Then, in groups apply each strategy of reciprocal teaching. Write your result in the table.

#### **My Holiday**

Last week I went to Mount Bromo. I stayed in my friend's house in Probolinggo East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was very fun to have a holiday like this. I hope my next holiday will be more interesting.

*Adapted from SCAFFOLDING*

Prediction	I thinkxt /predict the text will be about.....
Clarification	Identify words that are difficult to understand:  Identify sentences that need clarifying:
Questioning	What..... Who..... When..... Where..... Why..... How .....
Summarization	From the text we conclude that.... Based on the text our summary is:

### Task 2

Discuss your group's discussion result with other groups.

### Task 3

Read and study the text of Task 1 once again. Then, individually answer the following questions.



1. What for the writer went to Bromo?
2. Where is mount Bromo?
3. What are activities that the writer done in the text?
4. “**It** was scary, but it was fun.” The word “it” refers to?
5. What is the end of the story?

#### Task 4

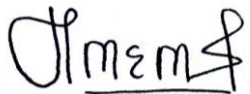
Read and study the text of Task 1 once again. Then, individually answer the following questions.

1. What is the topic of the text?
2. Mention and define difficult words that you find in the text....
3. Which paragraph is the introduction, events, and reorientation of the text...
4. What is the communicative function of the text?
5. What title do you think can replace the previous title of the text?

Yogyakarta, 30 Januari 2013

Mengetahui,

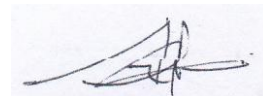
Guru Mata Pelajaran



Nuraini Hikmawati, S.Pd.

NITB. 1998

Peneliti



Dian Putri Utami

NIM. 08202241050

## LESSON PLAN

School : SMP N 13 Yogyakarta

Subject : English

Grade/semester : 8/2

Text Type : Recount

Skill : Reading

Time Allocation : 5x40 minutes

### A. Standard of Competence:

11. Responding the meaning of simple essays in the form of recount and narrative to interact with the surrounding environment.

### B. Basic Competency:

- 11.3 Responding to the meaning and the rhetoric steps of the simple essays in the form of recount and narrative which deal with surrounding environment in accurately, fluently, and acceptable.

### C. Indicators:

1. Identifying the characteristic and generic structure of recount text.
2. Identifying the topic of recount text using reading strategies of reciprocal teaching.
3. Identifying the main idea of recount text using reading strategies of reciprocal teaching.
4. Identifying the difficult words by using reading strategies of reciprocal teaching.
5. Responding to the meaning in recount text by using reading strategies of reciprocal teaching.

### D. Learning Objective

At the end of the lesson, students are able to respond and comprehend a recount text using the reciprocal teaching (RT).

## E. Learning Material

### Task 1

Read the following text. Then, in group apply each strategy of reciprocal teaching. Write your result in the table.

### **Holiday at Parangtritis Beach**

At the end of the first semester, there was a holiday which was very long 1  
about two weeks.

Previously, I was just thinking about my study, because on the next  
semester would be held a hard examination. But, I changed my mind to take  
refreshing at the beach. It could give me much happiness. If I studied too 5  
seriously, I would get stressed possibly. Then, I called my friend, Dika. We  
discussed about where we will go at the holiday. Then we decided to go to  
Parangtritis Beach. We called other friends and invited them to go together. I  
was very happy because, other friends came too. We planned our departure to go  
to Parangtritis Beach on Monday until Tuesday. 10

On Monday, we had been ready to go to Parangtritis beach. It was still  
morning when we arrived at Parangtritis Beach. The air was very fresh. I enjoyed  
the scene. Playing with the sand and water beach made us very happy. We stayed  
at the hotel for two days one night. We enjoyed our holiday at the time. But, we  
didn't forget to study for the examination either. 15

*Adapted from: [www.scribd.com](http://www.scribd.com)*

Prediction	I think/predict the text will be about.....
Clarification	Identify words that are difficult to understand:  Identify sentences that need clarifying:
Questioning	What..... Who..... When..... Where..... Why..... How .....

Summarization	From the text we conclude that.... Based on the text our summary is:
---------------	---

### Task 2

Discuss your group's discussion result with other groups.

### Task 3

Read and study the text in Task 7 once again. Then, individually read the following statements. Write T if the statement is true and write F if the statement is false. Correct the false statement. Look at the example.

No.	Statements	T/F	Corrections
1.	The writer went to Parangtritis Beach with his family.	F	The writer went to Parangtritis Beach with his friends.
2.	The writer and his friends went to Parangtritis Beach after the examination.		
3.	The writer and his friends stayed in Parangtritis Beach for two days one night.		
4.	The writer and his friends swam in Parangtritis Beach.		
5.	The writer and his friends stayed in their friend's house in Yogyakarta.		
6.	The writer took refreshing in order to avoid stress.		
7.	Taking holiday to Parangtritis Beach was the writer's idea.		

### Task 4

Study the text in Task 1 once again. Then, individually answer the following questions.

1. Mention and define difficult words that you find in the text!
2. What is the main idea of the second paragraphs?
3. What is the end of the story?
4. What is the purpose of the text?
5. What title do you think can replace the text title?

### F. Teaching and Learning Method Reciprocal Teaching (RT)

## G. Teaching and Learning Process

### a. Pre-teaching

1. Greeting
2. Leads prayer
3. Checks students attendance
4. Checks students' preparedness
5. Lead-in
6. The teacher asks students about their experience of their study and holiday.
7. Informing the goal of the learning.
8. Informing that the teacher will give a reward to the best group.

### b. The main activity

1. The teacher reviews the procedure of reciprocal teaching to students.
2. The teacher asks students to work with text using each strategies of reciprocal teaching in groups. In this situation the teacher gives guidance as needed.
3. The teacher asks students to share their discussion with other groups by writing their result on the whiteboard.
4. The teacher and students discuss the result of the discussion.
5. The teacher asks students to do the dichotomous questions and short-answer questions in their portofolio book individually.
6. The teacher asks students to collect their work.
7. The teacher and students discuss the dichotomous questions and short-answer questions.

### c. Post-activity

1. The teacher gives feedback about what students have learned.
2. The teacher and students evaluate about what students have learned.
3. The teacher asks students what their difficulty of learning recount text.
4. The teacher asks students what their difficulty of practice the strategies of reciprocal teaching.
5. The teacher and students make a conclusion.
6. The teacher announces which is the best group and gives the reward.

## 7. Closing (praying and greeting)

### H. Source

- *www.scribd.com*, accessed on 19 June 2011

### I. Assessment

The assessment is done during the teaching learning process.

1. Technique : written test
2. Form : dichotomous test, short-answer questions and filling the table
3. Instrument : text and questions
4. Rubric : Task 3=  $2 \times 6 = 12$

It is bonus score +1 if Task 3 is correct completely. 13

Task 4=  $2 \times 5 = 10$

It is bonus score +2 if Task 4 is correct completely.  $\frac{12}{25} + 4 = 100$

### Task 1

Read the following text. Then, in group apply each strategy of reciprocal teaching. Write your result in the table.

### **Holiday at Parangtritis Beach**

At the end of the first semester, there was a holiday which was very long 1  
about two weeks.

Previously, I was just thinking about my study, because on the next  
semester would be held a hard examination. But, I changed my mind to take  
refreshing at the beach. It could give me much happiness. If I studied too 5  
seriously, I would get stressed possibly. Then, I called my friend, Dika. We  
discussed about where we will go at the holiday. Then we decided to go to  
Parangtritis Beach. We called other friends and invited them to go together. I  
was very happy because, other friends came too. We planned our departure to go  
to Parangtritis Beach on Monday until Tuesday. 10

On Monday, we had been ready to go to Parangtritis beach. It was still  
morning when we arrived at Parangtritis Beach. The air was very fresh. I enjoyed  
the scene. Playing with the sand and water beach made us very happy. We stayed  
at the hotel for two days one night. We enjoyed our holiday at the time. But, we  
didn't forget to study for the examination either. 15

*Adapted from: www.scribd.com*

Prediction	I think/predict the text will be about.....
Clarification	Identify words that are difficult to understand:  Identify sentences that need clarifying:
Questioning	What..... Who..... When..... Where..... Why..... How .....
Summarization	From the text we conclude that.... Based on the text our summary is:

### Task 2

Discuss your group's discussion result with other groups.

### Task 3

Read and study the text in Task 7 once again. Then, individually read the following statements. Write T if the statement is true and write F if the statement is false. Correct the false statement. Look at the example.

No.	Statements	T/F	Corrections
1.	The writer went to Parangtritis Beach with his family.	F	The writer went to Parangtritis Beach with his friends.
2.	The writer and his friends went to Parangtritis Beach after the examination.		
3.	The writer and his friends stayed in Parangtritis Beach for two days one night.		
4.	The writer and his friends swam in Parangtritis Beach.		
5.	The writer and his friends stayed in their friend's house in Yogyakarta.		
6.	The writer took refreshing in order to avoid stress.		
7.	Taking holiday to Parangtritis Beach was the writer's idea.		

## Task 4

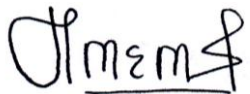
Study the text in Task 1 once again. Then, individually answer the following questions.

1. Mention and define difficult words that you find in the text!
2. What is the main idea of the second paragraphs?
3. What is the end of the story?
4. What is the purpose of the text?
5. What title do you think can replace the text title?

Yogyakarta, 6 Februari 2013

Mengetahui,

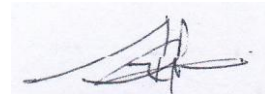
Guru Mata Pelajaran



Nuraini Hikmawati, S. Pd.

NITB. 1998

Peneliti



Dian Putri Utami

NIM. 08202241050



## Appendix

### Task 3

1. F, The writer went to Parangtritis Beach with his friends.
2. F, The writer and his friends went to Parangtritis Beach before the examination.
3. T
4. F, The writer and his friends did not swim in Parangtritis Beach, but they playing with sand and water.
5. F, The writer and his friends stayed at the hotel in Yogyakarta.
6. T
7. F, Taking holiday to Parangtritis Beach was the writer and Dika idea.

# **APPENDIX J:**

# **PHOTOGRAPHS**

## PHOTOGRAPHS



Picture 1: Students did pre-test.



Picture 2: The researcher gave guidance to students.



Picture 3: The collaborator assisted students in the group discussion.



Picture 4: Students had group discussion.



Picture 5: Students had group discussion.

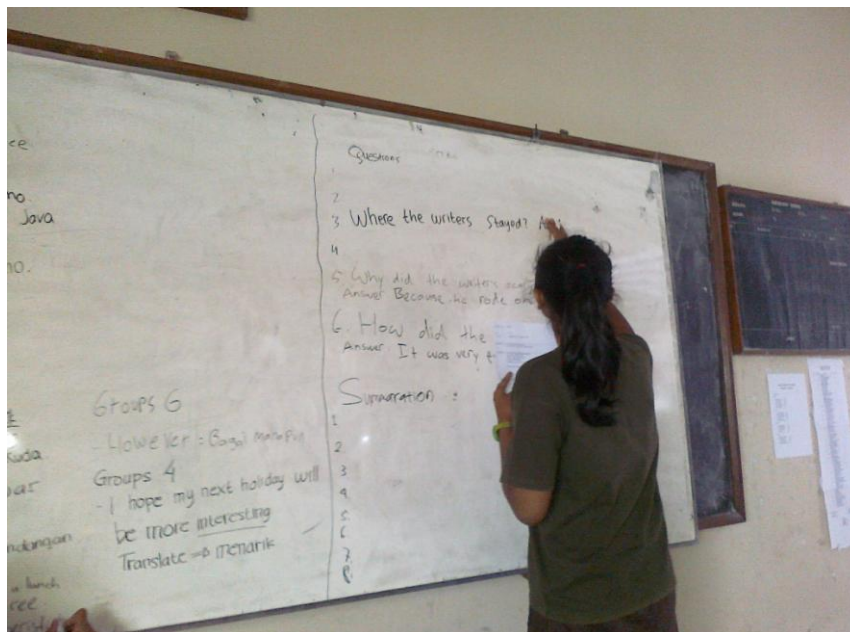


Picture 6: Students were doing exercises.





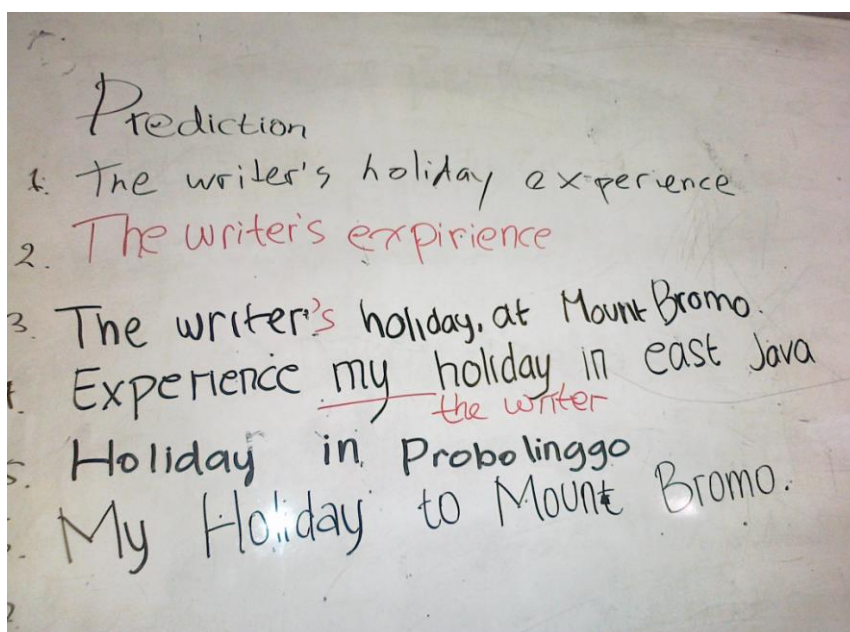
Picture 7: Students were doing exercises.



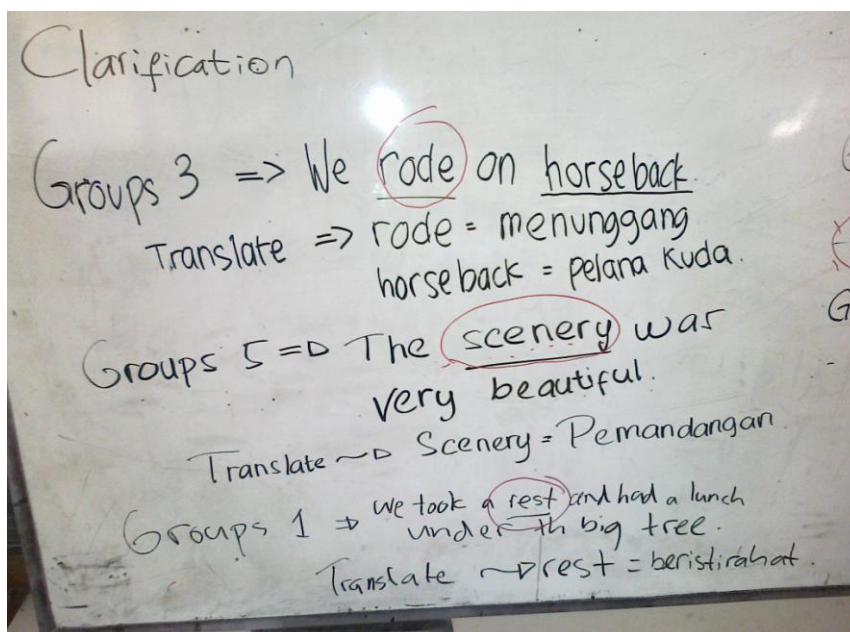
Picture 8: A student was writing her group work.



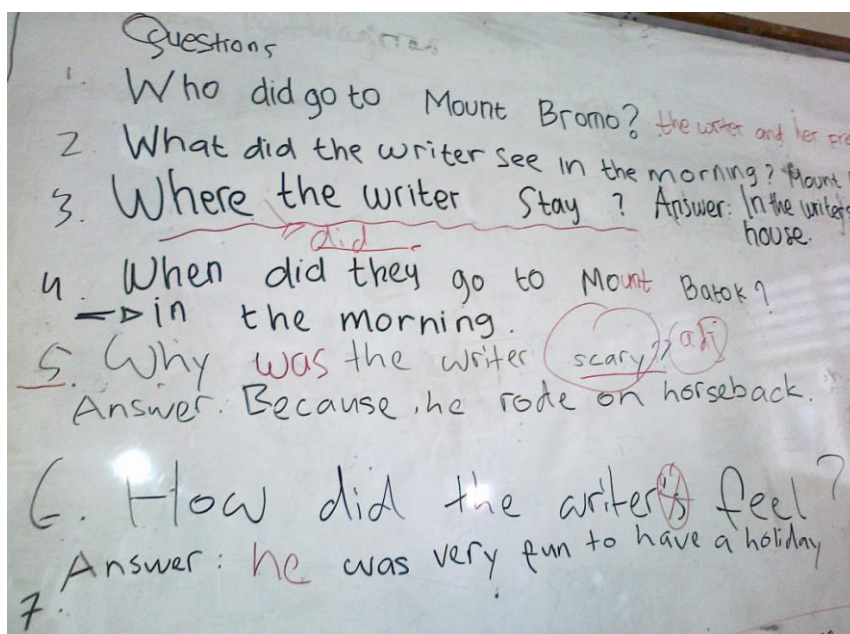
Picture 9: A student was writing her group work.



Picture 10: Corrections on students' work

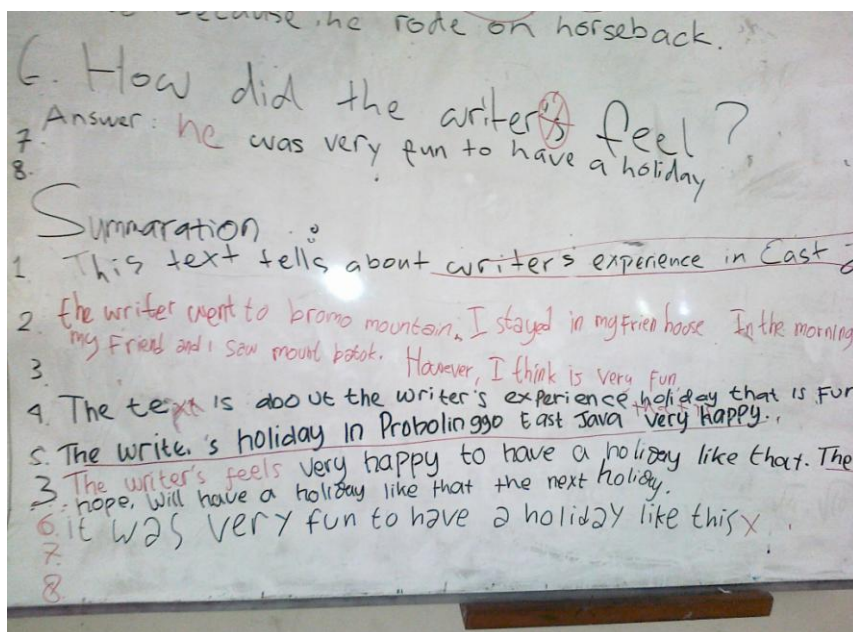


Picture 11: Corrections on students' work.



Picture 12: Corrections on students' work





Picture 13: Corrections on students' work



Picture 14: The researcher is giving corrections on students' work



Picture 15: The English teacher observed the teaching learning process.



Picture 16: Students were doing post-test.

# **APPENDIX K:**

# **LETTERS**

## APPROVAL

USING RECIPROCAL TEACHING (RT)  
TO IMPROVE READING COMPREHENSION OF GRADE VIII  
STUDENTS OF SMP N 13 YOGYAKARTA

A Research Proposal

Written by:

DIAN PUTRI UTAMI

08202241050

Approved by the consultants on November 2012

First Consultant,

Drs. Sugirin, M.A., Ph.D.

NIP. 19491127 198403 1 001

Second Consultant,

Ari Purnawan, S.Pd., M.Pd., M.A.

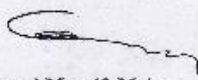
NIP. 19710123 200112 1 002

First Vice Dean,

Dr. Wildastuti Purbani, M.A.

NIP. 19610524 199001 2 001

The Head of English Language,

Samsul Maarif, M.A.

NIP. 19530423 197903 1 004





KEMENTERIAN PENDIDIKAN NASIONAL  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/32-01  
10 Jan 2011

Nomor : 1248/UN.34.12/PA/XI/2012  
Lampiran :  
Hal : Permohonan Ijin Survey/Obsevasi/Penelitian

Kepada Yth. Dr. Widayastuti Purbani, M.A.  
Pembantu Dekan I  
FBS UNY

Dengan hormat,


Menanggapi surat dari Saudara.

Nama : Dian Putri Utami  
No. Mhs. : 08202241050  
Jur/Prodi : Pendidikan Bahasa Inggris  
Lokasi Penelitian : SMK N 13 Yogyakarta  
Judul Penelitian : Using Reciprocal Teaching (RT) to Improve Reading Comprehension of Grade VIII Students of SMK N 13 Yogyakarta  
Tanggal Pelaksanaan : November - Februari

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin Survey/Obsevasi/Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami  
Ketua Jurusan .....  
FBS UNY,

  
Samsul Maarif, M.A.  
NIP. 19530423 197903 1 004



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRMFBS/33-01  
10 Jan 2011

Nomor : 1454/UN.34.12/PP/XII/2012  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

5 Desember 2012

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*Using Reciprocal Teaching (RT) to Improve Reading Comprehension of Grade VIII Students of SMPN 13 Yogyakarta*

Mahasiswa dimaksud adalah :

Nama : DIAN PUTRI UTAMI  
NIM : 08202241050  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : November 2012-Februari 2013  
Lokasi Penelitian : SMPN 13 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

Dekan  
Kasubag. Pendidikan FBS,  
  
Andun Hrobo Utami, S.E.  
NPM 676704 199312 2 001

Tembusan:  
Kepala SMPN 13 Yogyakarta



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

070/9183/W/12/2012

Membaca Surat : Dekan Fakultas Bahasa dan Seni UNY Nomor : 1454/UN.34.12/PP/XI.12012  
Tanggal : 05 Desember 2012 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Penziran bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2009, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Protokol Pelayanan Perizinan Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJUKKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : DIAN PUTRI UTAMI N P/NIM : 00202241050  
Alamat : Karangmalang Yogyakarta  
Judul : USING RECIPROCAL TEACHING (IRT) TO IMPROVE READING COMPREHENSION OF GRADE VIII STUDENTS OF SMPN 13 YOGYAKARTA  
Lokasi : SMPN 13 Yogyakarta, Kota/Kab. KOTA YOGYAKARTA  
Waktu : 11 Desember 2012 s/d 11 Maret 2013

**Dengan Ketentuan**

- Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Sada Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan ditandatangani institusi;
- Ijin ini hanya diperuntukkan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
- Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
- Ijin yang diberikan dapat dicabut sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
Pada tanggal 11 Desember 2012  
A.n Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan  
Ub.



**Tembusan :**

- Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai Isipuan);
  - Walikota Yogyakarta dan Dinas Perizinan;
  - Ka. Dinas Pendidikan Pemuda dan Olahraga D Y
  - Dekan Fak. Bahasa dan Seni UNY
- Yang Berangkutan



## PEMERINTAH KOTA YOGYAKARTA

## DINAS PERIZINAN

Jl. Kenari No. 55 Yogyakarta 55165 Telepon 514440, 515805, 515855, 582682

E-MAIL : perizinan@jogja.go.id EMAIL INTRANET : perizhan@inta.jogja.go.id

## SURAT IZIN

NOMOR : 070/2919  
0304/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta  
Nomor : 070/S483/W/12/2012 Tanggal : 11/12/2012
- Mengingat :
1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2006 tentang Pembentukan Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
  2. Peraturan Walikota Yogyakarta Nomor 65 Tahun 2000 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
  3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
  4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
  5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi, Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijinkan Kepada :

Nama	: DIAN PUTRI UTAMI	NO MHS / NIM	: 08202241050
Pekerjaan	: Mahasiswa Fak. Bahasa dan Seni - UNY		
Alamat	: Kampus Karangasem, Yogyakarta		
Pemangkujawab	: Drs. Sugita, M.A., Ph.D.		
Kepentingan	: Melakukan Penelitian dengan Judul Proposal : USING RECIPROCAL TEACHING (RT) TO IMPROVE READING COMPREHENSION OF GRADE VIII STUDENTS OF SMP N 13 YOGYAKARTA		

- Lokasi/Responder : Kota Yogyakarta
- Waktu : 12/12/2012 Sampai 12/03/2013
- Lampiran : Proposal dan Daftar Pertanyaan
- Dengan Kelentuan :
1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Dq. Dinas Perizinan Kota Yogyakarta)
  2. Wajib Menjaga Tata tertib dan mematuhi ketentuan-ketentuan yang berlaku setempat
  3. Izin ini tidak disalelgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
  4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas
- Kemudian diharapkan para Pejabat Pemerintah setempat dapat member bantuan seperlunya

Tanda tangan  
Pemegang Izin

DIAN PUTRI UTAMI

Diketahui dan di : Yogyakarta  
pada Tanggal : 12-12-2012  
An. Kepala Dinas Perizinan  
Kepala Bidang Pengawasan dan Pengaduan Perizinan  
Drs. Sugito  
NIP. 193306051990031005

## Terbaca Kepada :

1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Sekda Prop. DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala SMP Negeri 13 Yogyakarta





## PEMERINTAH KOTA YOGYAKARTA

## DINAS PERIZINAN

Jl. Kenan No. 55 Yogyakarta 55155 Telpun 514448, 515885, 515886, 562687

EMAIL : perizinan@yoga.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

## SURAT IZIN

NOMOR : 070/2919  
0304/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta  
Nomor : 070/6483/W/12/2012 Tanggal : 11/12/2012
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah  
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungs, Rindan Tugas Dinas Perizinan Kota Yogyakarta;  
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;  
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : DIAN PUTRI UTAMI NO MHS / NIM : G8202241050  
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
Alamat : Kampus Karangmalang, Yogyakarta  
Penanggungjawab : Drs. Sugiri, M.A., Ph.D.  
Kepertuan : Melakukan Penelitian dengan judul Proposal : USING  
RECIPROCAL TEACHING (RT) TO IMPROVE READING  
COMPREHENSION OF GRADE VIII STUDENTS OF SMP N 13  
YOGYAKARTA

- Lokasi/Responder : Kota Yogyakarta  
Waktu : 12/12/2012 Sampai 12/03/2013  
Lampiran : Proposal dan Daftar Pertanyaan  
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta  
(Cc. Dinas Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan  
Pemerintah dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya  
ketentuan-ketentuan tersebut diatas  
Kemudian di harapkan para Pejabat Pemerintah setempat dapat memberi  
bantuan seperlunya

Tanda tangan  
Pemegang Izin

DIAN PUTRI UTAMI

Dikeluarkan di : Yogyakarta  
Pada Tanggal : 12-12-2012  
An. Kepala Dinas Perizinan  
Kepala Bidang Pengawasan dan Pengaduan Perizinan  
Drs. Sutanto  
NID : 196803051990031008

## Tembusan Kepada

- Yth : 1. Walikota Yogyakarta (sebagai laporan)  
2. Ka. Biro Administrasi Pembangunan Sda Prop. DIY  
3. Ka. Dinas Pendidikan Kota Yogyakarta  
4. Kepala SMP Negeri 13 Yogyakarta



PEMERINTAH KOTA YOGYAKARTA  
DINAS PENDIDIKAN  
**SMP NEGERI 13 YOGYAKARTA**  
Alamat : Manggiran Mantrijeron Kode Pos 55141 Telp. 371573 Yogyakarta  
Email : [fsakirjo333@gmail.com](mailto:fsakirjo333@gmail.com) Fax : 371573

**SURAT KETERANGAN**  
No. : 070 / 084

Yang bertanda tangan di bawah ini Kepala SMP Negeri 13 Yogyakarta menerangkan bahwa :

- |                  |                                 |
|------------------|---------------------------------|
| 1. Nama          | : DIAN PUTRI UTAMI              |
| 2. NIM           | : 08202241050                   |
| 3. Program Studi | : S.1. Bahasa Inggris           |
| 4. Fakultas      | : Ilmu pendidikan               |
| 5. Universitas   | : Universitas Negeri Yogyakarta |

telah melakukan pengumpulan data di SMP Negeri 13 Yogyakarta dalam rangka menyelesaikan tugas akhir skripsi dengan judul : *USING RECIPROCAL TEACHING (RT) TO IMPROVE READING COMPREHENSION OF GRADE VIII STUDENTS OF SMP NEGERI 13 YOGYAKARTA* " yang dilaksanakan pada tanggal 13 Desember 2012 sampai 19 Februari 2013.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 28 Februari 2013  
Kepala Sekolah,

  
SL. PUTAMA.S.Pd.  
NIP. 19610315 198403 1 011