



**THE EFFECT OF RECIPROCAL TEACHING STRATEGY TOWARDS
THE STUDENTS' READING COMPREHENSION AT SMA NEGERI 1
LHOKSEUMAWE**

A THESIS

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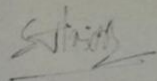
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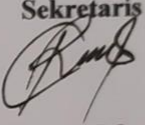
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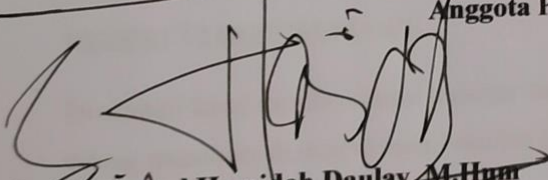
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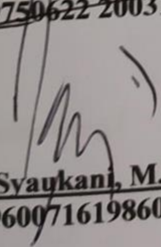
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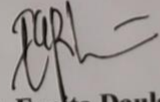

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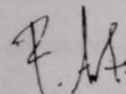

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NEGERI 1 LHKSEUMAWE**

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan in benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila kemudian hari terbukti skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

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ABSTRACT

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Thesis Title : **THE EFFECT OF RECIPROCAL TEACHING STRATEGY TOWARDS THE STUDENTS' READING COMPREHENSION AT SMA NEGERI 1 LHOKSEUMAWE**

This research is based on a quantitative analysis with experimental design. The objective of this study is to find out whether Reciprocal Teaching Strategy has significant effect towards the students' reading comprehension at the third grade of senior high school. The subject of this research is the students at SMA NEGERI 1 Lhokseumawe. The total of population was 342 students and the researcher took 59 students as the sample of this research. Therefore, the researcher divided the class into two classes, there are experimental and control class. The experimental class was applying Reciprocal Teaching Strategy on the learning process meanwhile the control class was applying conventional strategy. The data were collected by using both pre-test and post test which consist of 10 questions that arranged in multiple choice. From the pre-test has been found that the Students' mean score is 59 and then the score increased to 82. However, for the control class the Students' mean score on pre-test were 66.5 and the post- test was not increasing significantly as the mean score is 80. Furthermore, based on the data $t_{observed}$ value is 2.40 which higher than t_{table} at the significant level 0.05 ($2.40 > 1.67$). It can be concluded that Reciprocal Teaching Strategy has significant effect towards the students' reading comprehension because the result showed that the alternative hypothesis (H_a) is accepted and H_0 is rejected.

(Keywords : Reciprocal Teaching Strategy, Effects, Reading Comprehension

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an activity which has an important role to the students especially in the learning process. Most of the students' activity related to reading. In reading the focus are reading for meaning or in order to use information and ideas¹. The ability to understand what is written on the paper can be called as reading comprehension. In reading a text, the students are expected to be able to comprehend a text by catching the main idea, understanding vocabulary, finding inference and reference and to monitor their own comprehension. Thus, reading ability is when the purpose or the main point of the text can be understood.

In English language teaching, one of the ways to teach English is by using a text. Then, a description of thing in a text can improve the students' imagination to get more knowledge in knowing the things or places. Students' comprehension in reading a text helps them to answer some question from their teacher. Khoiriyah defined reading comprehension as a thinking process through which readers become aware of ideas, interpret some relation to their own needs and purposes.² It can be concluded that reading comprehension is a skill that the students are expected to be mastered. In teaching reading comprehension, the objective of the reading is to make the students able to comprehend the text. Then, by using text with a deep elaboration can make the readers discover the point and the meaning from the text.

Indonesian curriculum system are named as 2013 curriculum. Based on the Regulation of Ministry of National Education No. 65, Scientific Approach in 2013 curriculum trains the students to: (1) be the center of learning activities, (2) involve the cognitive processes which is potential in stimulating intellectual development, such as thinking skill, (3) give opportunities to the students on assimilating and accommodating concepts, laws and principles, (4) find knowledge through scientific process and apply it, (5) learn from different sources, (6) promote empowerment and acculturation of students as lifelong

¹Derliana Marbun, *Reading on Purpose*, (Medan, 2014), p. 4

²Khoiriyah, *Reading 1*, (Kediri: University Press, 2010), p. 2.

learners, (7) apply values by giving ideal things, build willingness, and develop some creativities of the students in the learning process, (8) implement the principles in which everyone is teacher and everyone is student.³ Therefore, teacher should apply strategies which focus to the students as the center in a learning process. Salehi and Vafakhah state that reciprocal teaching is an instructional style that originally developed for the students who struggling in reading comprehension.⁴ It means that the use of reciprocal teaching strategy is developed to make the students can get the knowledge from the text by themselves even though they might have trouble in comprehending the text. Due to the explanation above, the writer eager to conduct a research using reciprocal teaching strategy in reading skill.

Based on the observation on SMA NEGERI 1 Lhokseumawe, the researcher found that the condition of the school is quite decent but most of the students focus on their own specific purpose in the learning activity. Therefore, due to this pandemic situation the learning activity was not running well as usual. The students' barely read a text or a story that using English language. From the observation, it has been found that the students' reading comprehension were quiet low. Because of that, the students are having some trouble in learning English language.

In learning English, there are some difficulties faced by students. For the third grade students of SMA NEGERI 1 Lhokseumawe, it is found that students have some problems in learning English because of the activity were done with online class. The researcher found that some of the students didn't have any internet connection on their home also causing them to miss some of the topic in English subject. Then, the students also have less interest to learn English subject because of their lack of motivation on learning it alone at their home. The students confirmed that they would be more excited to learn together with their classmates. Thus, learning in a group or in a pair would help the students on understanding the topic for the learning process. Based on background of this problem, researchers

³Ratnaningsih, *Scientific approach of 2013 curriculum: Teachers' implementation in English language teaching*, English Review: Journal of English Education, 6(1), 33-40, 2017, p. 33.

⁴Salehi & Vafakhah S, *A Comparative Study of Reciprocal Teaching Only (RTO) and Explicit Teaching of Strategies before Reciprocal Teaching (ET-RT) On Reading Comprehension of EFL Learners*, Australian Journal of Basic and Applied Sciences, 7(2). 148-155, 2013, p. 148.

are eager to conduct a research with the title, “*The Effect of Applying Reciprocal Teaching Strategy towards the Students ’ Reading Comprehension at SMA NEGERI 1 Lhokseumawe*”

B. Identification of the Study

1. The students have less interest to read an English text.
2. The students have low ability in comprehending a text because of their lack of vocabularies.
3. The students have problems in learning English language by online classes.

C. Research Question

Based on the background of the study above, then the researcher can make the research question, is there any effect of Reciprocal Teaching Strategy on the students’ reading comprehension?

D. Research Objective

Based on the research question above, the objective of the study was to find out the significant effect of Reciprocal Teaching Strategy on the students’ reading comprehension.

E. Limitation of The Study

There are some levels of comprehension. They are literal, interpretative, critical comprehension, however this study focused on literal and interpretative comprehension. This research focused on identifying the effect of reciprocal teaching strategy on the students’ reading comprehension and the material is conditional sentences.

F. Significances of the Study

This study is expected to be useful in some significances not only for the writer but also for the others people. Such as:

1. The teachers, the result of this study is expected could be useful for the teacher to use reciprocal teaching strategy to develop the students ability in reading comprehension.

2. The students, the result of this study expected to be useful for the students to explore how effective it is to practice reciprocal teaching strategy in reading comprehension.
3. Scientific significance, the result of this study can be used as a valuable information and reference material. Then, the result of this study expected to support their study especially in reading skill.

CHAPTER II

THEORITICAL FRAMEWORK

A. Reading Comprehension

In this section, there are some basic explanation about reading and reading comprehension. To identify the students' reading comprehension there are some level that the students must go through. In this study, the researcher will analyze the students' comprehension based on literal comprehension, interpretive comprehension and critical reading.

1. Skill in Reading

Basically, skills and knowledge are related to one and another. As claimed on some studies that from knowledge we can learned passively, but without skill it is only learned a conceptual complex understanding.⁵The definition of skill can be said as one of those social science words in common parlance with many meanings, numerous synonyms such as “ability”, “competence”, “knack”, “aptitude” then “talent”, and varied general translations in other languages.⁶ Therefore, the skills that belong to anyone can be different because of the fact that people come from different backgrounds senses skills differently.⁷

Therefore, in the Holy Quran there are also some discussion about reading and one of them is Al-Alaq 1-5 as follows:

﴿ أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ • خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ • أقرَأْ وَرَبُّكَ الْأَكْرَمُ • الَّذِي عَلَّمَ بِالْقَلَمِ • عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴾

Meaning:

“Read in the name of lord who has created (all exist). He has created man from a clot (a piece of thick coagulated blood). Read! and your lord is the most generous. Who has thought (the writing) by pen. He has taught man that which he

⁵Perkins, D. Constructivism and troublesome knowledge. Overcoming barriers to student understanding: Threshold concepts and troublesome knowledge, 33-47, 2006, p. 37.

⁶Green, F (2011) What is Skill? An Inter-Disciplinary Synthesis published by the Centre for Learning and Life Chances in Knowledge Economies and Societies at: <http://www.llakes.org>, p. 4.

⁷Felstead, *Putting skills in their place: the regional pattern of work skills in late twentieth century Britain* in Evans, K, Hodkinson, and Unwin, L (ed.) Working to Learn: Transforming Learning and the Workplace, (London: Kogan, 2002), p. 76.

didn't know" (QS: Al-Alaq 1-5).⁸

Based on the Holy Quran reading activity described as an important point for human being to gain knowledge and information. By reading, we will learn a lot of things in different aspects such as education, language class, etc. Therefore, Prophet Muhammad SAW also said that:

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

- رواه مسلم

Meaning:

“who did the way in looking for knowledge, Allah will give easier way to the heaven” (HR. Muslim)⁹

Reading can be considered as a process in combining information based on the readers' background knowledge to interpret meaning.¹⁰ Then, reading comprehension can be classified as an enjoyable activity in finding the meaning from a text for some fluent readers.¹¹ It can be concluded that the students skill in reading mean as the ability to gain information and knowledge based on the text that they read. In learning English language, the text book will be useful for the students to improve their reading skill. Reading comprehension is an activity to get knowledge when the students can understand the explanation or information from a book or a text.

2. Level on Reading Comprehension

a. Literal Comprehension

This means that reading to understand the information explicitly, contained a passage such as identifying explicitly stated main ideas, details,

⁸Tim Penerjemah Al-Qur'an Terjemah Indonesia Inggris, Al-Qur'an Terjemah Indonesia Inggris. (Solo; Al-Qur'an Qamari, 2008), p.1304.

⁹ResiAulianiUlfa, *The Implementation Of Trading Place Strategy to Improve the Students' Ability in Reading Comprehension of Narrative Text at Ninth Grade MTSN Tanah Jawa*. (Faculty of Tarbiyah and Teachers' Training: UINSU, 2018), p. 19.

¹⁰David Nunan, *Practical English Language Teaching*. (New York: Mc Graw Hill, 2003), p. 19.

¹¹Ibid, p. 29.

sequence, cause-effect relationship, and also patterns.¹²The processes of literal comprehension are by scanning and skim reading. Then, the students will find some keywords to identify the text.

b. Interpretative Comprehension

Develop inferential, interpretative, or connotative meaning occur when the students able to get implied the meaning of the text by making inferences, drawing conclusions, generalizing, speculating, or predicting.¹³ Interpretative means as an activity of the students when they find the purpose and the point of the text. Then, the students can answer some questions related to the text easily.

c. Critical Reading

When reading a text, students expected to have abilities that refer to the creative knowledge of emotional response of literary techniques and also knowledge of response of forms, style and structures.¹⁴ Thus, the students can analyze the form of the text. This means that the students applied their critical thinking in reading a text.

Beside in holy Qur'an that explained about reading, in hadits, has been mentioned by our prophet Muhammad Saw that related with comprehension, as following:

عَنْ عُمَرَ رَضِيَ اللَّهُ عَنْهُ أَيْضًا قَالَ : بَيْنَمَا نَحْنُ جُلُوسٌ عِنْدَ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ ذَاتَ
يَوْمٍ إِذْ طَلَعَ عَلَيْنَا رَجُلٌ شَدِيدُ بَيَاضِ الثِّيَابِ شَدِيدُ سَوَادِ الشَّعْرِ، لَا يُرَى عَلَيْهِ أَثَرُ السَّقَرِ، وَلَا
يَعْرِفُهُ مِنَّا أَحَدٌ. حَتَّى جَلَسَ إِلَى النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَأَسْتَدَّ رُكْبَتَيْهِ إِلَى رُكْبَتَيْهِ وَوَضَعَ كَفَّيْهِ
عَلَى فَجْدِيهِ وَقَالَ: يَا مُحَمَّدُ أَخْبِرْنِي عَنِ الْإِسْلَامِ، فَقَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : الْإِسْلَامُ
أَنْ تَشْهَدَ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَأَنَّ مُحَمَّدًا رَسُولُ اللَّهِ وَتُقِيمَ الصَّلَاةَ وَتُؤْتِيَ الزَّكَاةَ وَتَصُومَ
رَمَضَانَ وَتَحُجَّ الْبَيْتَ إِنْ اسْتَطَعْتَ إِلَيْهِ سَبِيلًا قَالَ : صَدَقْتَ، فَعَجِبْنَا لَهُ يَسْأَلُهُ وَيُصَدِّقُهُ، قَالَ:
فَأَخْبِرْنِي عَنِ الْإِيمَانِ قَالَ : أَنْ تُؤْمِنَ بِاللَّهِ وَمَلَائِكَتِهِ وَكُتُبِهِ وَرُسُلِهِ وَالْيَوْمِ الْآخِرِ وَتُؤْمِنَ بِالْقَدْرِ حَبْرِهِ
وَسِرِّهِ. قَالَ صَدَقْتَ، قَالَ فَأَخْبِرْنِي عَنِ الْإِحْسَانِ. قَالَ: أَنْ تَعْبُدَ اللَّهَ كَأَنَّكَ تَرَاهُ فَإِنْ لَمْ تَكُنْ تَرَاهُ
فَأِنَّهُ يَرَاكَ . قَالَ: فَأَخْبِرْنِي عَنِ السَّاعَةِ. قَالَ: مَا الْمَسْئُولُ عَنْهَا بِأَعْلَمَ مِنَ السَّائِلِ. قَالَ فَأَخْبِرْنِي عَنِ
أَمَارَاتِهَا، قَالَ أَنْ تَلِدَ الْأُمَّةُ رَجَبًا وَأَنْ تَرَى الْحَفَاةَ الْعُرَاةَ الْعَالَةَ رِعَاءَ الشَّيْءِ يَنْطَاطِلُونَ فِي الْبُنْيَانِ،

), p.

∴ Merill

ثُمَّ انْطَلَقَ فَلَبِثْتُ مَلِيًّا، ثُمَّ قَالَ: يَا عُمَرَ أَتَدْرِي مَنِ السَّائِلِ؟ قُلْتُ: اللَّهُ وَرَسُولُهُ أَعْلَمَ. قَالَ فَإِنَّهُ

جَبْرِيلُ أَتَاكُمْ يُعَلِّمُكُمْ دِينَكُمْ. [رواه مسلم]^o

Meaning: from ‘Umar, may Allah be pleased with him, there is that he said, “While we were sitting with the Messenger of Allah, may Allah bless with him and grant him peace, one day a man came up to us whose clothes were extremely white, whose hair was extremely black, upon whom traces of travelling could not be seen, and whom none of us knew, until he sat down close to the Prophet, may Allah bless with him and grant him peace, so that he rested his knees upon his knees and placed his two hands upon his thighs and said, ‘Muhammad, tell me about Islam.’ The Messenger of Allah, may Allah bless with him and grant him peace, said, ‘Islam is that you witness that there is no god but Allah and that Muhammad is the Messenger of Allah, and you establish the prayer, and you give the Zakat, and you fast Ramadan, and you perform the hajj of the House if you are able to take a way to it.’ He said, ‘You have told the truth,’ and we were amazed at him asking him and [then] telling him that he told the truth. He said, ‘Tell me about iman.’ He said, ‘That you affirm Allah, His angels, His books, His messengers, and the Last Day, and that you affirm the Decree, the good of it and the bad of it.’ He said, ‘You have told the truth.’ He said, ‘Tell me about ihsan.’ He said, ‘That you worship Allah as if you see Him, for if you don’t see Him then truly He sees you.’ He said, ‘Tell me about the Hour.’ He said, ‘The one asked about it knows no more than the one asking.’ He said, ‘Then tell me about its tokens.’ He said, ‘That the female slave should give birth to her mistress, and you see poor, naked, barefoot shepherds of sheep and goats competing in making tall buildings.’ He went away, and I remained some time. Then he asked, ‘Umar, do

you know who the questioner was?’ I said, ‘Allah and His Messenger know best.’ He said, ‘He was Jibril who came to you to teach you your deen’.” (Muslim narrated it.)

From the hadits above, as human we should be comprehend the hadits. Then, we should not just read but comprehend the hadits as well. The hadits above have a relation with reading comprehension for students. When the students read a text, they need to realize the content from the text so they can understand what the text about.

B. Reciprocal Teaching Strategy

In this part, reciprocal teaching strategy will be discussed more detail. There are definition, principle, usage, procedures and the advantages of reciprocal teaching strategy. Then, some of several studies from the other researcher related to this topic also will be discussed then will continue with a conceptual framework a hypothesis of this research.

1. Definition of Reciprocal Teaching Strategy

Reciprocal Teaching is a process involving four distinct activities (questioning, clarifying, summarizing and predicting) employed in a students’ led, team approach to develop reading comprehension skills among students.¹⁵ The students will have an experience to analyze the text in a group discussion. In addition, as stated on the Holy Quran Surat Al-Ankabut:20 there is a statement that we need to learn from the experiment as the method in learning process.

قُلْ سِيرُوا فِي الْأَرْضِ فَانظُرُوا كَيْفَ بَدَأَ الْخَلْقَ ثُمَّ اللَّهُ يُنشِئُ النَّشْأَةَ
الْآخِرَةَ إِنَّ اللَّهَ عَلَىٰ كُلِّ شَيْءٍ عَاقِدِيرٌ

Meaning: Say, [O Muhammad], “travel through the land and observe how He began creation. Then Allah will produce the final creation. Indeed Allah, over all things, is competent.” (QS: Al-Ankabut 20).

¹⁵ Cooper, T. & Greive, C, *The Effectiveness of the Methods of Reciprocal Teaching*, ResearchOnline@Avondale, 45-47, 2009, p, 45.

Vassiliou stated that reciprocal teaching focused on where the teacher explains and demonstrates four comprehension strategies such as; question generation, summarization, clarification and prediction.¹⁶ Thus, reciprocal teaching defined as an activity that should follow the four distinct strategy.

2. Principles of Reciprocal Teaching Strategy

Reciprocal teaching basically can be used to instruct and guide learners in reading comprehension.. It consists of a set of three related instructional principles:¹⁷

- a. Teaching comprehension
- b. According to the first principle, this strategy can be use in fostering reading strategies, which are predicting, question-generating, summarizing, and also clarifying.
- c. Modelling, scaffolding and fading.
- d. Students practicing and discussing reading strategies with other students.
- e. The students will be guided and coached by the teacher in the learning process.

3. Usage of Reciprocal Teaching Strategy

The four basic usages are as follows:

- a. Predicting

Predicting involves finding clues in the structure and content of a passage that might suggest what will happen next. Predicting activates prior knowledge and motivates students to continue reading the passage to determine if their predictions were correct.¹⁸ In this step, students make predictions about what can happen in the text making use of their previous knowledge and experiences.

- b. Questioning

In this part, the students will identify information, themes, and ideas that

¹⁶Vassiliou, *Teaching Reading in Europe: Contexts, Policies and Practices*, (Brussels: Avenue du Bourget,2011), p. 37.

¹⁷Palincsar, A. S., & Brown, A. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instructions*, 1(2), 117-175, p.123.

¹⁸Alton-Lee, Westera J, Pulegatoa-Diggins, *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*, (New Zealand: BES, 2003), p. 52.

are central and important enough to warrant further consideration based on the text.¹⁹ Therefore, some questions from the students will lead to the further information in order to gain more knowledge based on the text. This activity also will make the students more active in the learning process.

c. Clarifying

In this strategy, clarifying is an activity for the students when looking out for some complicated idioms that might have confused the readers to comprehend the text. The students is clarifying the text and looking for complicated concepts or expressions, and they might reread the text or ask for help. The students might follow some procedures to determine the obstacles in vocabulary, idioms, expressions or ideas and make use of some indicators in order to clarify these obstacles and understand them.²⁰

d. Summarizing

In this part, the reader will have the opportunity to find out the main ideas from the text. They can organize them and understand the relationships between them. It indicates with the process of summing up the text then reproducing it in another form by following group of procedures that will keep the main ideas and develop the learners' abilities to focus on the important facts and proofs.”²¹

4. The Procedures of Reciprocal Teaching Strategy

Students have roles in reciprocal teaching method which related to the procedures. Some roles to working in a group, students’ role in reciprocal teaching strategy are predictor, questionnaire, clarifier, and summarizer.

- a. The first role is predictor. The student who stands as a predictor will help the other member to predict what the text about, helps the group to find out the answer from the question. By predicting and learning the text together, the students will gain the information of the text

¹⁹Doolittle, P. E., Hicks, D., Triplett, C. S., Nichols, W.D., & Young, C. A. Reciprocal Teaching for ReadingComprehension in Higher Education: A Strategy for Fostering the Deeper Understanding of Texts. *International Journal of Teaching and Learning in Higher Education*, 17 (2), 106-118, 2006, p. 107.

²⁰Omari, H. A., Weshah H. A, Using the Reciprocal Teaching Method by Teachers at Jordanian Schools". In: *European Journal of Social Sciences*, 15 (1), 2010, p. 27.

²¹ Ibid, p. 27.

easier. The predictor should comprehend the text carefully and predict the answer correctly.

- b. After that, the student role a questionnaire also important in learning activities. The role of the questionnaire such as; asks question which encourage full understanding of the text, allows the group to analyze the text, helps the group to evaluate the text. The students can create question that could probably be asked from the text. for example is the question about the main idea from the text.
- c. The next role is as a clarifier. The role of clarifier is to help the group in identifying confusing words, sentence, and idea, encourages the group to reach shared understanding of the text, and tries to ensure that all students in their group understand everything in the text. Therefore, there would not be any misunderstanding about the text because all of the member of the group.
- d. The last role for the student is a summarizer. The role of a summarizer is to create a simple conclusion based on the text. this role will help the other group members to identify the most important idea in the text and then restate or retell the text by using their own words.

The role of the teacher in reciprocal teaching differs considerably from the role of the teacher in traditional teacher-directed teaching. The teacher's role changes from delivery of information to a facilitator of learning. The teacher also needs to create highly structured and well-organized environments for the classroom instruction. Thus, the achievement of this strategy also depends on the teacher when managing the classroom activity.

5. Advantages of reciprocal teaching strategy

- a. Reciprocal teaching provides the context for specific strategy instruction and for transforming the student into a strategic reader.²²

²²Richards Jack and Raymond Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press,2002), p. 277.

- b. Reciprocal teaching strategy also been shown to help students develop interpersonal communication skills because they must interact with other students and the teacher.²³
- c. This strategy involves students in helping and teaching other students. Then, it can be used to encourage student self-efficiency and self-esteem. The students can help their friends in doing the assignment in group which it will make them more efficient in time allocation and more confidence.²⁴

C. Related Studies

This study relevance with several of the previous studies which will be describe as follows. The first one is a research which entitles “The Use of Reciprocal Teaching to Improve Students’ Reading Comprehension Skill.” Based on the research can be concluded that Reciprocal Teaching Strategy was competent to improve both of the students’ reading comprehension and attitude. The objectives of the research were to identify whether the use of reciprocal teaching can improve the students’ reading comprehension skill and to describe the classroom’s atmosphere when using Reciprocal Teaching. The research conducted at SMP Negeri 1 Jaten Karanganyar. On this research, the subject was the third grade students and the sample was VIIIIG class. Then, the researcher was using both of quantitative and qualitative method. From the observation, the research found that Reciprocal Teaching Strategy was able to improve the students’ reading comprehension skill and the classroom climate..

The second study was conducte by Andi Ayu Lestari with the title“*The Effectiveness of Reciprocal Teaching Method Embedding Critical Thinking Towards MIA Second Graders’ Reading Comprehension of MAN 1 Kendari.*” This research had a purpose to investigate the effectiveness of reciprocal teaching strategy embedding critical thinking for the students’ reading comprehension at the second grade of MIA at MAN 1 Kendari. This research was using questionnaire and test as the instruments in collecting the data. The test was given twice on different time, the first is before treatment and then after the treatment.

²³Yawisah, *Reciprocal Teaching: One of the Methods for Poor Comprehenders*, Pedagogy, 1 (1), 22-28, 2013, p. 28.

²⁴Ibid, p. 28.

And questionnaire was given in the end of the research. Based on the research, paired sample t-test was applied to examine possible differences in students' pre- and post-test scores. The results showed significant improvement in students' post-test scores.

The next study is a research that also uses experimental method. The title is "Impact of Reciprocal Teaching for Literature Courses on Fostering Students' Reading Comprehension at Yemeni University." The purpose of the research is to find out the effect of Reciprocal Teaching Strategy towards the literature students and fostering their reading comprehension. The sample consists of 46 female students from the fourth level at the English Department, Faculty of Human and Social Sciences, University of Science and Technology, Yemen. The sample selected randomly and assigned as two groups: an experimental group is studying the same material uses by applying reciprocal teaching strategy, Meanwhile the other group was applying Reciprocal Teaching. The result of tests indicates that there is a statistically significant difference between the achievement of the students in the experimental group and the students in the control group who were taught with conventional way in favor of the experimental group. From the data analysis, the majority of the students felt confident to use Reciprocal Teaching strategy on reading comprehensions.

The next study is with the title "Teaching Reading through Reciprocal Teaching Strategy." This study was used experimental research with quantitative approach to analyse the data. Quasi experimental used to gain data by using the pretest –posttest control group design. The purpose of this research is to find out whether reciprocal teaching strategy in teaching reading for the eighth grade at SMPN 10 Kota Cirebon is effective or ineffective. The data from this research can be concluded be concluded that the reciprocal teaching strategy in teaching reading for eighth grade at SMPN 10 Kota Cirebon is effective.

And for the last research was conducted by Diana Oktavia and Dina Fitriana entitled "Developing Students' Reading Comprehension Skill through Reciprocal Teaching Strategy." This study is expected to give contribution to the teacher, students, and all the other researcher. Through a quasi-experimental study, will involve test before and after intervention, the study was aimed to find

out the effectiveness of reciprocal teaching strategy on developing students' reading comprehension skill. From the results of the study can be concluded that students have a good interested in using reciprocal teaching strategy, then their ability and achievements in reading comprehension also improved significantly.

Based on all of the research above, the researcher here take a different research focus. In Yudo Dwi Purwoko's research, the researcher was using classroom action method as the method of the study, meanwhile this study was conducted by using quantitative approach. Then, Andi Ayu Lestari on her research was doing a research in senior high school and in this research, the researcher also doing a research in senior high school but with specific purpose such as accountant, technique, etc. And for the next study, the researcher also applying quantitative approach but the sample was randomly choosing of Human and Social Sciences, University of Science and Technology, Yemen. Then, both of the research from Deni Afrizatama (2016) and Diana Oktavia and Dina Fitriana (2017) was applying quasi-expermental study. However this study also conducted with quantitative approach but the sample was from the second grade of junior students, and the results will be different with this research.

D. Conceptual Framework

Teaching-learning English in junior high school demean of the active participant from the students, especially in teaching reading. Reading skill is one of the most important skills in learning language besides listening, speaking, and writing. In reading, all of the readers need to comprehend the text to gain the information from the text. Reading skill is a process that involves many interactions between readers by bringing their prior knowledge to the text as well as the context related to the text itself.

Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is using of four strategies, there are predicting, clarifying, question generating and summarizing.

E. Hypothesis

Based on the theory above, the hypothesis of this study can be formulated as:

H_a : There is a significant effect of the students' ability in reading comprehension taught by using reciprocal teaching strategy.

H_0 : There is no significant effect of the students' ability in reading comprehension taught by using reciprocal teaching strategy.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research was conducted at SMA NEGERI 1 Lhokseumawe Jl. Darussalam, Kp. Jawa Lama, Banda Sakti, Kota Lhokseumawe, Aceh. Then, there was four meetings in conducting the data of this research. The researched started on 11th August 2020 and finished on 2nd September 2020.

B. Research Design

According to Thuckman: "Research is a systematic attempt to provides an answer to question."²⁵ There are usually using three methodologies of research such as qualitative research, quantitative research, and classroom action research. This study was using experimental research design with pre-test and post-test design. According to Ary et al an experimental method can be defined as a general plan for carrying out a study with active independent variable on a research.²⁶ Experimental method also can be classified according how well they provide control of the threats to internal validity they are; pre experimental design, true experimental design and quasi experimental design. In this study, the sample of the research divides into two groups, namely control group and experimental group. For the control group received treatment from the researcher without applying reciprocal teaching strategy. However, the experimental group received treatment by applying reciprocal teaching strategy. Then, both of the classes were given pre test before teaching reading comprehension. After that, a post test were given to find out the effect of reciprocal teaching strategy on the students' reading comprehension. The research design can be Table as following:

Table 3.1

Research Design

²⁵Salim & Syahrums, *Metodologi Penelitian*, (Bandung: CiptaPustaka Media, 2016), P.16.

²⁶Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth, 2010), p. 301.

Class	Population	Sample
Experimental (X)	XII MIPA-8	30
Control (Y)	XII MIPA-6	29

A. Population and Sample

a. Population

According to Ary, et. al a population defined as all of the members on any well-defined class of people, events, or objects.²⁷ The population of this research is the second year students of SMA NEGERI 1 Lhokseumawe. There were 11 classes of the second year students in academic 2019/2020.

Table 3.2

The Population of Research

No.	Class	Population
1.	XII MIPA-1	28
2.	XII MIPA-2	27
3.	XII MIPA-3	33
4.	XII MIPA-4	33
5.	XII MIPA-5	34
6.	XII MIPA-6	34
7.	XII MIPA-7	34

²⁷Ibid, p. 215.

8.	XII MIPA- ₈	34
9.	XII MIPA- ₉	34
10.	XIII IPS- ₁	29
11.	XII IPS- ₂	24

b. Sample

According to Aryet.al sample is a portion of a population and the small group that is observed.²⁸ Besides, a sample is a sub group of the target population that the researcher plans to study for generalizing about the target population.²⁹ In this case, the researcher took two classes as the objects of the investigation. Then, cluster random sampling was a method in this research. That means the researcher choose groups from the population randomly. The populations of the 12th grade of SMA NEGERI 1 Lhokseumaweare342 students, consist with 12 classes. The researcher decided to choose two classes as the sample. Both of the class have the same major. The researcher is applying cluster random sampling because the group in the population had the homogenous characteristic.

B. Operational Definition of Variables

This research had two variables which namely as dependent variable and independent variable. Dependent variable is students' reading comprehension and independent variable is reciprocal teaching strategy.

C. Instrument of Collecting Data

The instrument which is used by the writer to collect the data is multiple choice tests. The test consists of 10 questions to measure students reading comprehension. Each question of test consist of four options namely: a, b, c, and d. Researcher realize that multiple choice tests are commonly used and highly

²⁸Ibid., 148.

²⁹ Creswell, J.W, Research design: Qualitative, quantitative and mixed methods approaches. (3rd edn.). Thousand Oaks, (CA: Sage, 2009), p. 152.

regarded among the selection type of items for test development. The test could be designed to measure the recall understanding and applying of specific concepts or principle because the students can answer most of the question in short time even when a large sample of items can be incorporated in the test. They were used in pre-test and post-test instrument.

There are some reasons of choosing multiple choices as the instrument of collecting the data. The first is because of its effective for measuring. Then, it is objective score which is quick, easy, and consistent. And the last, its usually encourages the students to develop a comprehensive knowledge of specific facts and the ability to make fine discrimination among them.

D. Technique of Collecting Data

As the technique of data collection, the researcher was using pre test, treatment and post test.

The kinds of test that would be given by the researcher are some multiple choices based on the text that the students have read. The procedure of this test namely:

a. Pre-test

Both experimental and control groups should finish a pre-test before the presentation of the material. The purpose is to find out the homogeneity of samples and to know the mean score both of groups.

b. Treatment

After having the pre-test, the experimental group were getting a treatment by using reciprocal teaching strategy, while the conventional group were applying conventional method.

c. Post test

After conducting the treatment, both of the group should finish some questions based on the post test. The post-test was exactly the same as pre-test. The purpose was to find out the mean of experimental and control group.

E. Technique of Data Analysis

For scoring the test, the score ranging from 0-100 are use. The rule is by counting the correct answer by using this following formula:

$$S = \frac{R}{N} \times 100$$

Where:

S =the score

R =the number of correct answer

N =the number of questions

Then, mode of the data can be found out by calculating the repetitive score occur based on the result of the test. And for finding the median of the score, there are two formulas can be used. The first is for odd numbers and the other is for even numbers. The formula as follows:³⁰

- a. Median for odd numbers

$$L_{md} = \frac{n+1}{2}$$

- b. Median for even numbers will be between the data on $\left(\frac{n}{2}\right)$ and $\frac{n+1}{2}$

To find out the differences means of scores of the test between the experimental and control group, the researcher used the test formula. To know the statistical hypothesis t, the researcher uses the statistical analysis. The formulation of the “t” test is³¹

$$t_{\text{observed}} = \frac{M_1 - M_2}{\sqrt{\left[\frac{Mx^1 + Mx^2}{(N_1 + N_2) - 2}\right] \left[\frac{N_1 + N_2}{N_1 \cdot N_2}\right]}}$$

Where :

M_1 = the mean of experimental group

M_2 = the mean of Control Group

X_1 = the standard deviation of experimental group

X_2 = the standard deviation of control group

³⁰ Nata Wirawan, Cara Mudah Memahami Statistika, (Denpasar: Keraras emas, 2016), p. 77.

³¹ Anas Sudijono, Pengantar Statistic Pendidikan, (Jakarta: Raja GrafindoPersada, 2011), p.314.

N_1 = the total number (sample) of experimental
 N_2 = the total number (sample) of control group

F. The Validity and Reliability of the Test

The validity is the quality of a data gathering instrument that enables it uses to measure what is supposed to measure. Validity was defined as the extent to which an instrument measured what it claimed to measure. On this research, the written test in the form of descriptive paragraph by applying the Noting Interacting Summarizing and Prioritizing was the instrument to measure the content validity which correspond for curriculum. This study deals with content validity which relates to the representative of test.

A reliable test is consistent and dependable. If you give the same test to the same students or matched students on two different occasions, the test should yield similar result. It means that the test is reliable. The test will show that the students' score is always consistent all the time, whenever they have test for now, tomorrow, and soon.

To achieve the reliability to the consistency of measurement, Kuder Richardson (KR21) as following :

$$r_{11} = \frac{k}{k-1} \left\{ 1 - \frac{X(k-X)}{kSBt^2} \right\}$$

Where :

r_{11} = all of test reliability

P = right answer

n = total of item

x = mean of the score total

S = deviation standard of test

Therefore, the coefficient of (R) can be interprets using this criteria as follow:

- 0,800-1,00 : very high
- 0,600-0,800 : high
- 0,400-0,600 : significant
- 0,200-0,400 : low
- 0,00-0,200 : very low

G. Normality Test

Normality test is to determine whether normal or abnormal research data or research variables. The observation $X_1, X_2, X_3, \dots, X_n$ are served raw numbers $Z_1, Z_2, Z_3, \dots, Z_n$ using the formula. To count of raw numbers with the formulas :

$$Z_i = \frac{X_i - \bar{X}}{SD}$$

\bar{X} = Average sample

S = Standard deviation

For each of these raw numbers using standard normal distribution is calculated odds $F(Z_i) = P(Z \leq Z_i)$. Furthermore, in calculating the proportion that expressed by S (Z_i) then the steps to find normality test of X and Y variable as follows:

1. Listing the students' score from the lowest to the highest.
2. The score made to $Z_1, Z_2, Z_3, \dots, Z_n$ by using formula:

$$Z_i = \frac{X_i - \bar{x}}{s}$$

3. The table of Z_i could be seen from the table of normal curve as the formula: $F(Z_i) = \frac{F_k}{n}$

Calculation $F(Z_i) - S(Z_i)$ and define the absolute price Determine the largest price of the difference $F(Z_i) - S(Z_i)$ as Lo .³²

³²Indra Jaya, Penerapan Statistik Untuk Pendidikan, Bandung: Cita pustaka Media Perintis, 2013, p. 253.

H. Homogeneity Test

Homogeneity Test is used to determine whether the sample variance has the same or homogeneous variance, test of homogeneity is used with the following formula:³³

$$F = \frac{\text{THE HIGHEST VARIANCE}}{\text{THE LOWEST VARIANCE}}$$

Criteria for testing H0 is rejected if $F \geq F_{0,05}(v_1, v_2)$ where $F_{0,05}(v_1, v_2)$ obtained from the F distribution list with a chance of $\alpha = 0,05$ and $\alpha = 0,01$, whereas the v_1 and v_2 degrees of freedom each corresponding to of numerator and denominator of the formula above.

³³Sudjana, Metode Statistika, Bandung: Tarsito Bandung, 2009, p. 14.

CHAPTER IV

FINDINGS AND DISCUSSION

A. DATA DESCRIPTION

On this research, the data were obtained based on the result from experimental and control class. XII MIPA 8 as the experimental class and XII MIPA 6 as the control class. On experimental class, reciprocal teaching strategy were used meanwhile expository strategy were used on control class. Therefore, to find out the data each of the classes were given pre test and post test. The test was multiple choice type which consist with 10 questions.

This table below will show the data statistic differences between experimental class and control class.

Table 4.1
Data Result

Statistic Source	Experimental Class (Reciprocal Teaching Strategy)		Control Class (Expository Strategy)	
	Pre test	Post test	Pre test	Post test
N	30	30	29	29
\bar{x}	59	82	66.51	80.34

1. Experimental Class

Based on the data that can be seen on *appendix 5* the class that applied reciprocal teaching strategy on the students reading comprehension had the lowest score of pre test was 20 and the highest score of pre test was 100, thus the average of pre test was 59. On contrary, for the post test the lowest and the highest score were 50 and 100 and the average was 82.

After that, median and mode of the data on experimental will be calculated below. The data table is on *appendix 7* and from the table can be seen that there are 30 data. The data has been arranged from the lowest to the largest. Then, for

the students' pre test scores the calculation on finding median data is:

$$\frac{n}{2} = \frac{30}{2} = 15$$

$$\frac{n+2}{2} = \frac{30+2}{2} = 16$$

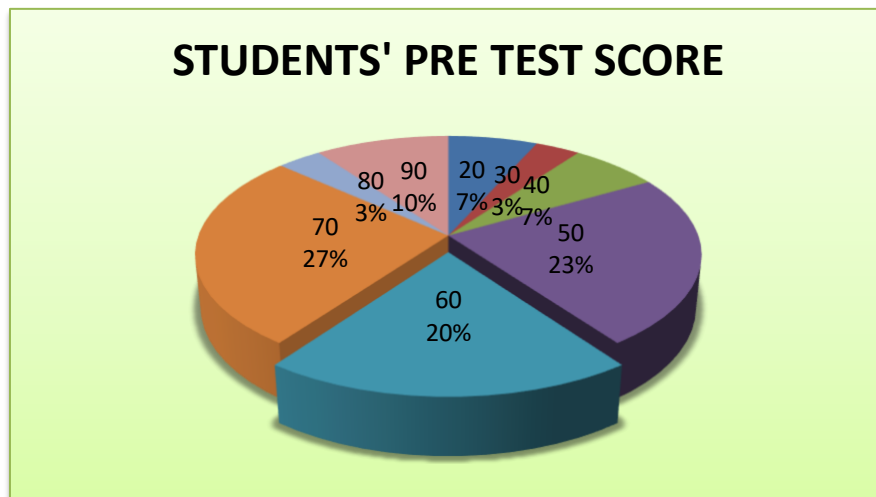
Therefore, the median is on the data table number 15 and plus data table number 16 and then divided by 2, as follows:

$$M_e = \frac{60+60}{2} = 60 \quad (\text{pre-test})$$

$$M_e = \frac{80+80}{2} = 80 \quad (\text{post-test})$$

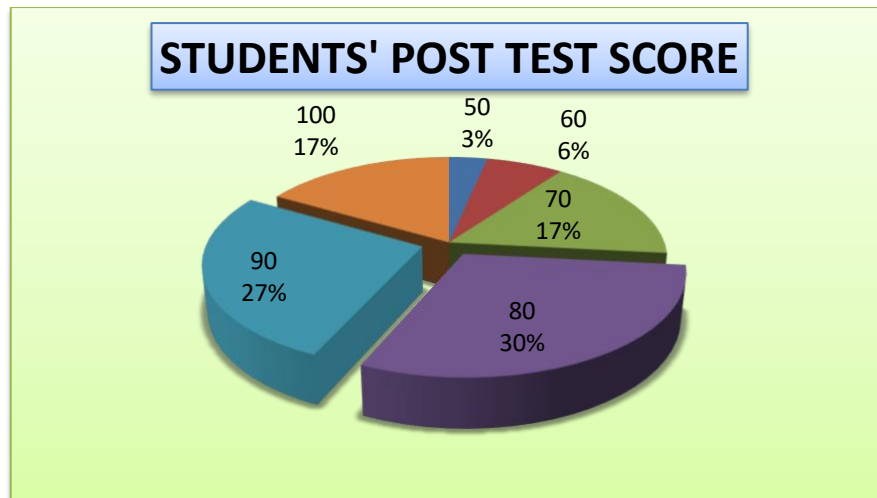
Thus, the median based on the students' pre-test score is 60 and on the students' post test score is 80. Furthermore, the mode for both of the score can be seen based on the most frequently occurring or repetitive score based on the table. So, the most frequently occurring score on the students' pre test is 70 and for the post test is 80.

Chart 4.1



Based on the chart above, there are 27% of the students who gain 70 as their score on the pre test. 27% of the students equal as eight of the students and that was the most repetitive score that occur on the pre-test. The chart has been arranged from the lowest to highest score and can be seen that the median of the data is 60 as it stands in the middle of the data. Then, the next chart will show data from the students' post test score.

Chart 4.2



From the chart above, the lowest score is 30 and the highest score was 100. Comparing to the previous chart, the students' score had increased significantly because none of the students gain the score from the post test below 50. Therefore, most of the students gain 80 which equal to 9 students. And it can be concluded that both of the mode and the median of the data are 80.

2. Control Class

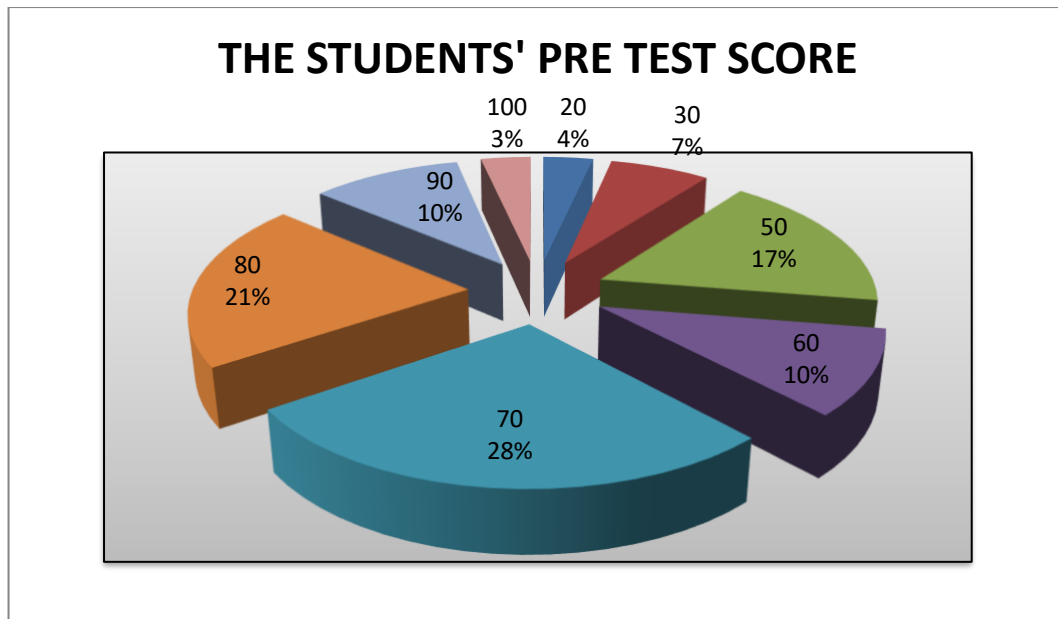
Based on the data that can be seen on *appendix 6*, the control class showed the lowest score of pre test was 20 and the highest score of pre test was 100, thus the average of pre test was 66.651. For the post test, the highest and the lowest score similar with the result from pre-test, however the average was 80.34.

After that, median and mode of the data on control class will be calculated below. The data table is on *appendix 8* and from the table can be seen that there are 29 data. The data has been arranged from the lowest to the largest. Then, for the students' pre test score the calculation on finding median data is:

$$\frac{n+1}{2} = \frac{29+1}{2} = 15$$

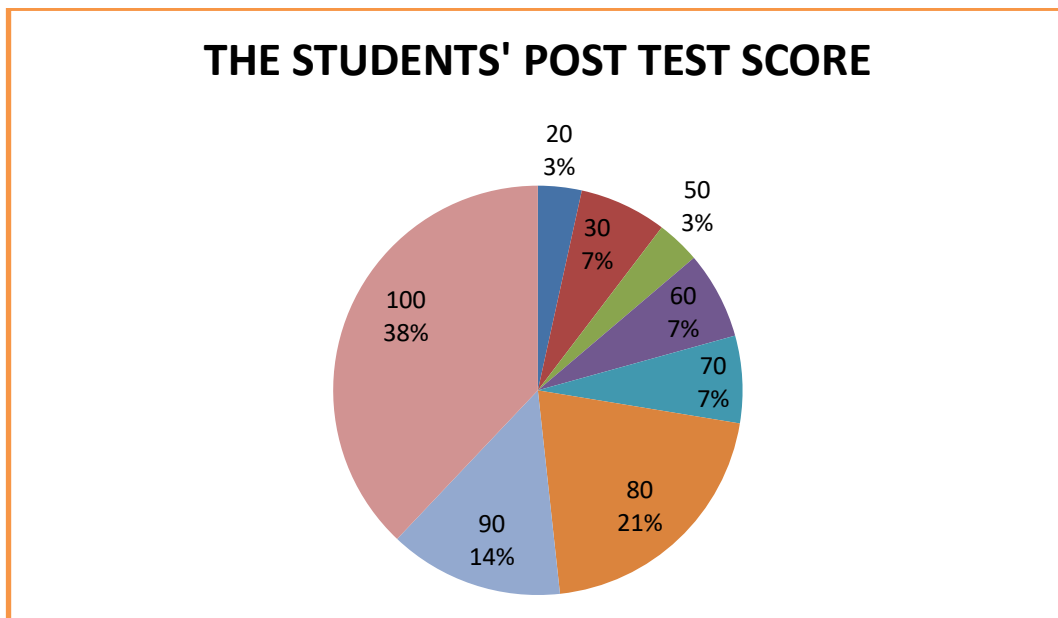
Therefore, the median is on the data table number 15 and the median based on the students' pre-test score is 70 and on the students' post test score is 90. Furthermore, the mode data for both of the score can be seen based on the most frequently occurring or repetitive score based on the table. So, the most frequently occurring score on the students' pre test is 70 and for the post test is 100. The data can be seen on the next chart.

Chart 4.3



On the control class, the lowest score is 20 and the highest score 100. From 29 of the students, 8 of them were gain 70 on the pre test. Furthermore, the score stands in the middle from all of the data are also 70. Thus, the mode of the data is 70 as it was the most repetitive score and the median data is 70. Then, the comparison of the data can be seen on the next chart.

CHART 4.4



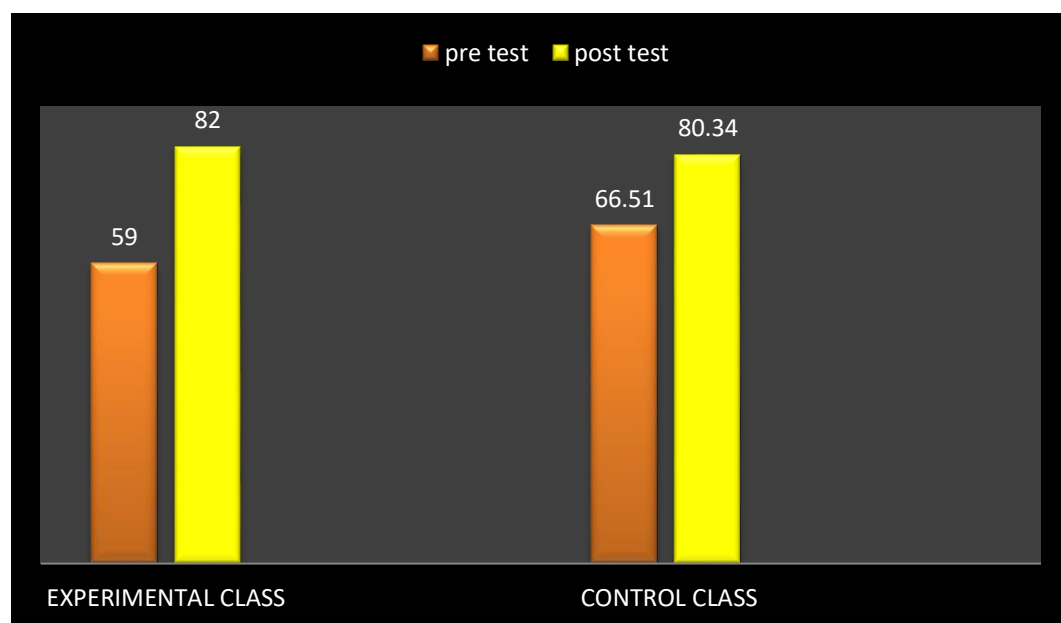
On the control class, the lowest score is 20 and the highest score is 100. The data showed that some of the students gain higher score on the post test than

on the pre-test, but the lowest score still the same as on the pre test. Comparing to the experimental class from the previous chart, the data show that the lowest score was not below 50. Therefore, 38% of the students gain 100 on the post test which is the most repetitive score. Then, as it calculated before the median of the students score on post test is 90 and the mode is 100.

In addition, the chart below will show differences data findings between the experimental class and conventional class.

CHART 4.5

The mean score of experimental class and conventional class



From the chart above can be seen that there is a significant improvement on experimental class that was used reciprocal teaching strategy. It means that the students' score was highly increased. Meanwhile, the control class which used conventional method is not showing the significant amplification as much as the experimental class.

B. DATA ANALYSIS

The data was taken from a computation result after the test was analyzed. It is aimed at finding out the significant effect of reciprocal teaching strategy on the students reading comprehension. The analysis was conducted both to establish the reliability of the research instrument and to test the hypothesis. Each of these was presented as follows:

1. Reliability of the test

In reliability of the test, the data can be seen on appendix 8. The reliability of the test was established to examine the hypothesis in order to find put the answer based on the research problem. To obtain the reability of the test, the writer used the formula of Richard Kuderson 21 as follow :

$$\begin{aligned}
 r_{11} &= \frac{k}{k-1} \left\{ 1 - \frac{X(k-X)}{kSBt^2} \right\} \\
 &= \frac{10}{9} \left\{ 1 - \frac{8.14(10 - 8.14)}{10 \times 3.37} \right\} \\
 &= \frac{10}{9} \left\{ 1 - \frac{8.14(1.86)}{33.7} \right\} \\
 &= \frac{10}{9} \left\{ 1 - \frac{15.14}{33.7} \right\} \\
 &= \frac{10}{9} \left\{ 1 - 0.45 \right\} \\
 &= 1.11 \times 0.55 \\
 &= 0.61
 \end{aligned}$$

Where:

$$\begin{aligned}
 S_t &= \frac{\sum X_t^2 - \frac{(\sum X_t)^2}{N}}{N} \\
 &= \frac{4104 - \frac{(480)^2}{59}}{59} \\
 &= \frac{4104 - 3905.08}{59} \\
 &= 3.37
 \end{aligned}$$

The calculation shows that the coefficient of reliability of the Objective Test was 0.61. it means that the reliability of the test is HIGH, as following :

0.800-1.00 : very high

0.600-0.800 : high

0.400-0.600 : significant

0.200-0.400 : low

0.00-0.200 : very low

2. Validity of the Test

Table 4.2

The Validity Calculation of the Test

No.	X	X ²	Y	Y ²	XY
1	100	10000	70	4900	7000
2	90	8100	50	2500	4500
3	50	2500	60	3600	3000
4	90	8100	90	8100	8100
5	60	3600	80	6400	4800
6	80	6400	70	4900	5600
7	100	10000	80	6400	8000
8	80	6400	60	3600	4800
9	100	10000	80	6400	8000
10	100	10000	80	6400	8000
11	70	4900	90	8100	6300
12	80	6400	70	4900	5600
13	60	3600	100	10000	6000
14	80	6400	70	4900	5600
15	80	6400	80	6400	6400
16	100	10000	80	6400	8000
17	100	10000	90	8100	9000
18	100	10000	90	8100	9000
19	70	4900	100	10000	7000
20	100	10000	100	10000	10000
21	30	900	100	10000	3000
22	20	400	100	10000	2000
23	90	8100	90	8100	8100
24	80	6400	80	6400	6400
25	30	900	90	8100	2700
26	100	10000	80	6400	8000

27	100	10000	80	6400	8000
28	100	10000	90	8100	9000
29	90	8100	70	4900	6300
30			90	8100	0
	X=2330	X ² =202500	Y =2460	Y ² =208600	XY=188400

$$X=2330$$

$$X^2=202500$$

$$Y=2460$$

$$Y^2=208600$$

$$XY=188400$$

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\} \{n\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(59)(188400) - (2330)(2460)}{\sqrt{\{59 \times 202500 - (2330)^2\} \{59 \times 208600 - (2460)^2\}}}$$

$$r_{xy} = \frac{11115600 - 5731800}{\sqrt{\{11947500 - 5428900\} \{2307400 - 6051600\}}}$$

$$r_{xy} = \frac{5383800}{\sqrt{(6518600)(6255800)}}$$

$$r_{xy} = \frac{5383800}{\sqrt{4.07790579e13}}$$

$$= \frac{5383800}{6385848.25}$$

$$r_{xy} = 0.84$$

The calculation shows that the coefficient of validity of the test was 0.84.

It means that the validity of the test is very high, as following:

0.800-1.00 : very high

0.600-0.800 : high

0.400-0.600 : significant

0.200-0.400 : low

0.00-0.200 : very low

3. Preliminary Analysis

a. The Calculation Table of Standard Deviation

In calculating homogeneity of the test, all the students' score should be arranged into a standard deviation table. Then, the table above will show the score difference of pre-test and post test of Experimental Group.

Table 4.3

EXPERIMENTAL CLASS (X)

No	Initial Name	Pre-test	T1	Post-Test	T2	X = (T2-T1)
1	AH	40	1600	70	4900	30
2	BKCS	20	400	50	2500	30
3	B	20	400	60	3600	40
4	CAA	70	4900	90	8100	20
5	DKS	70	4900	80	6400	10
6	DSN	30	900	70	4900	40
7	FH	60	3600	80	6400	20
8	FA	50	2500	60	3600	10
9	IL	50	2500	80	6400	30
10	LN	50	2500	80	6400	30
11	MA	50	2500	90	8100	40
12	MBK	40	1600	70	4900	30
13	MH	50	2500	100	10000	50
14	MS	60	3600	70	4900	10
15	MT	70	4900	80	6400	10
16	NAS	70	4900	80	6400	10
17	PM	60	3600	90	8100	30
18	RM	90	8100	90	8100	0
19	RH	90	8100	100	10000	10
20	RJ	90	8100	100	10000	10
21	SA	70	4900	100	10000	30
22	SN	60	3600	100	10000	40
23	SRW	70	4900	90	8100	20

24	SR	50	2500	80	6400	30
25	TZ	60	3600	90	8100	30
26	TFT	60	3600	80	6400	20
27	WSY	70	4900	80	6400	10
28	WSI	80	6400	90	8100	10
29	ZA	50	2500	70	4900	20
30	CNS	70	4900	90	8100	20
		1770	113900	2460	206600	690
	MEAN	59	376.67	82	6886.67	23

Based on the table above, the calculation of standard deviation as below:

$$\begin{aligned}\sum X &= 2460 \\ \overline{x} &= \frac{\sum x}{n} \\ &= \frac{2460}{30} \\ &= 82\end{aligned}$$

From the calculation above, the mean data from the students' post test score was 82. ²Then, the next step is to find out the standard deviation of the experiment class as below:

$$\begin{aligned}S &= \sqrt{\frac{n(\sum X^2) - (\sum X)^2}{n(n-1)}} \\ &= \sqrt{\frac{(30)(206600) - (2460)^2}{(30)(29)}} \\ &= \sqrt{\frac{6198000 - 6051600}{870}} \\ &= \sqrt{\frac{146400}{870}} \\ &= \sqrt{168.2759} \\ &= 12.97212\end{aligned}$$

From the calculation above, the standard derivation for experimental class

is 12.97212. After that, the next data is to calculate standard deviation for the control class.

Table 4.4
Control class

No	Initial Name	Pre-test	T1	Post-Test	T2	X = (T2-T1)
1	AIF	80	6400	100	10000	20
2	AA	90	8100	90	8100	0
3	AAU	50	2500	50	2500	0
4	AS	90	8100	90	8100	0
5	BK	50	2500	60	3600	10
6	CFM	80	6400	80	6400	0
7	CMAA	50	2500	100	10000	50
8	CNMS	80	6400	80	6400	0
9	DAF	50	2500	100	10000	50
10	DF	100	10000	100	10000	0
11	DRAS	70	4900	70	4900	0
12	DM	60	3600	80	6400	20
13	DF	60	3600	60	3600	0
14	MIN	80	7921	80	6400	-9
15	MA	80	6400	80	6400	0
16	MAAK	60	3600	100	10000	40
17	NM	70	4900	100	10000	30
18	PAMS	70	4900	100	10000	30
19	PWD	70	4900	70	4900	0
20	QA	70	4900	100	10000	30
21	RAZ	30	900	30	900	0
22	SAS	20	400	20	400	0
23	SF	90	8100	90	8100	0
24	S	80	6400	80	6400	0
25	SANST	30	900	30	900	0
26	SAP	70	4900	100	10000	30
27	SRS	70	4900	100	10000	30
28	TAB	50	2500	100	10000	50
29	ADA	70	4900	90	8100	20
		1929	138921	2330	202500	401
	MEAN	66.51	4790.31	80.34	6982.75	13.82

Based on the data above, the standard deviation of the control class will be

$$\sqrt{\frac{n(\sum X^2) - (\sum X)^2}{n(n-1)}}$$

calculated as below:

$$\begin{aligned}
 S &= \\
 &= \sqrt{\frac{(29)(202500) - (2330)^2}{(29)(28)}} \\
 &= \sqrt{\frac{5872500 - 5428900}{812}} \\
 &= \sqrt{\frac{443600}{812}} \\
 &= \sqrt{546.3054} \\
 &= 23.37318
 \end{aligned}$$

On the control class, the standard derivation was 27.37318. From the calculation above, the data can be used to find out the homogeneity of the test.

b. Normality Testing

After getting the calculation of mean, variant and deviation standard, the next step is to find out the normality of the test. Normality test was used to measure whether data has normal distribution or not. Both of the experiment and control class will be examine by using Liliefors Test. The first step is listing the students' score from the lowest to the highest. The score made to $Z_1, Z_2, Z_3, \dots, Z_n$ by using formula:

$$Z_i = \frac{X - \tilde{x}}{S}$$

The table of Z_i could be seen from the table of normal curve

$$\begin{aligned}
 F(Z_i) &= \frac{F_{kum}}{n} \\
 &= \frac{1}{30} \\
 &= 0.03
 \end{aligned}$$

The calculation of normality reading comprehension on experimental class can be seen in the following table:

Table 4.5
Normality Test of X Variable

NO	Xi	F	F kum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1.	50	1	1	2.4668	0.006816	0.03	-0.03
2.	60	2	3	1.6959	0.044948	0.10	-0.06
3.	70	5	8	0.9251	0.177467	0.27	-0.09
4.	80	9	17	0.1542	0.438735	0.57	-0.13
5.	90	8	25	0.6167	0.731286	0.83	-0.10
6.	100	5	30	1.3876	0.917369	1.00	-0.08

Based on the table 4.5 $L_{observed}$ is -0.03 and the Lilifors test in significant was = 0.05 with $n = 30$, was 0.161. So the $L_{observed} < L_{table}$ with $-0.03 < 0.161$, So it could be concluded that data was normally distributed. Then, with the same step but different data the calculation of normality reading comprehension on control class can be seen in the following table and the table of Zi could be seen from the table of normal curve.

$$\begin{aligned}
 F(Z_i) &= \frac{F_{kum}}{n} \\
 &= \frac{1}{29} \\
 &= 0.03
 \end{aligned}$$

Table 4.6
Normality Test of Y Variable

NO	Xi	F	F kum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1.	20	1	1	2.5816	0.004917	0.034483	-0.02957
2.	30	2	3	1.7359	0.041294	0.103448	-0.06215
2.	50	1	4	1.2981	0.097132	0.137931	-0.0408

3.	60	2	6	0.7014	0.241533	0.206897	0.034637
4.	70	2	8	0.4424	0.329104	0.275862	0.053242
5.	80	6	14	0.0145	0.494197	0.482759	0.011438
6.	90	4	18	0.4133	0.660304	0.62069	0.039615
7.	100	11	29	0.8411	0.799864	1	-0.20014

Based on the table 4.5 $L_{observed}$ is 0.05 and the Lilifors test in significant was = 0.05 with $n = 29$, was 0.161. So the $L_{observed} < L_{table}$ with $0.05 < 0.161$, So it could be concluded that data was normally distributed.

c. Homogeneity Testing

Homogeneity test was performed to determine whether the variances of data were equal from two distribution groups. Then, the calculation below are the data based on Variable X and Variable Y.

$$\begin{aligned}
 F_{observed} &= \frac{\text{The Highest Variance}}{\text{The Lowest Variance}} \\
 &= \frac{23.37318}{12.97212} \\
 &= 1.80
 \end{aligned}$$

Then the coefficient of $F_{observed} = 1.80$ was compared with F_{table} , where F_{table} is determined at real level $\alpha = 0.05$ and the numerator $df = N = 30$ and the denominator $dk = 29$. So, by using the list of critical value at F distribution was found $F_{0.05}(30,29) = 1.88$. So it could be concluded that the data were homogeny because $F_{observed} < F_{table}(1.80 < 1.88)$.

d. Calculation of t-test

Table 4.4

Calculation of t-test (Experimental Group)

No	Initial Name	Pre-test	Post-Test	Deviation (X2)	Squared Deviation (X2) ²
1	AH	40	70	30	900
2	BKCS	20	50	30	100

3	B	20	60	40	1600
4	CAA	70	90	20	400
5	DKS	70	80	10	100
6	DSN	30	70	40	1600
7	FH	60	80	20	400
8	FA	50	60	10	100
9	IL	50	80	30	900
10	LN	50	80	30	1600
11	MA	50	90	40	1600
12	MBK	40	70	30	900
13	MH	50	100	50	2500
14	MS	60	70	10	100
15	MT	70	80	10	100
16	NAS	70	80	10	100
17	PM	60	90	30	900
18	RM	90	90	0	100
19	RH	90	100	10	100
20	RJ	90	100	10	100
21	SA	70	100	30	900
22	SN	60	100	40	1600
23	SRW	70	90	20	400
24	SR	50	80	30	900
25	TZ	60	90	30	900
26	TFT	60	80	20	100
27	WSY	70	80	10	100
28	WSI	80	90	10	400
29	ZA	50	70	20	400
30	CNS	70	90	20	400
		1770	2460	690	20300
	MEAN	59	82	23	676.6667

$$M_1 = \frac{\sum x_1}{N} = \frac{690}{30} = 23$$

$$X_1 = \frac{\sum x_1^2 - \frac{(\sum x_1)^2}{N}}$$

$$X_1 = \frac{20300 - \frac{(690)^2}{30}}$$

$$= 20730 - 15870$$

$$= 4860$$

Table 4.5
Calculation of t-test (Control Class)

No	Initial Name	Pre-test	Post-Test	Deviation (X2)	Squared Deviation (X2) ²
1	AIF	80	100	20	400
2	AA	90	90	0	0
3	AAU	50	50	0	0
4	AS	90	90	0	0
5	BK	50	60	10	100
6	CFM	80	80	0	0
7	CMAA	50	100	50	2500
8	CNMS	80	80	0	0
9	DAF	50	100	50	2500
10	DF	100	100	0	0
11	DRAS	70	70	0	0
12	DM	60	80	20	400
13	DF	60	60	0	0
14	MIN	80	80	-9	81
15	MA	80	80	0	0
16	MAAK	60	100	40	1600
17	NM	70	100	30	900
18	PAMS	70	100	30	900
19	PWD	70	70	0	0
20	QA	70	100	30	900
21	RAZ	30	30	0	0
22	SAS	20	20	0	0
23	SF	90	90	0	0
24	S	80	80	0	0
25	SANST	30	30	0	0
26	SAP	70	100	30	900
27	SRS	70	100	30	900
28	TAB	50	100	50	2500
29	ADA	70	90	20	400
		1929	2330	401	14981
	MEAN	66.51	80.34	13.82	499.36

$$M_2 = \frac{\sum x_2}{N} = \frac{401}{29} = 13.82$$

$$X_2 = \frac{\sum x_2 - \left(\frac{\sum x_1}{N}\right)^2}{N}$$

$$\begin{aligned} X_2 &= \frac{14981 - \frac{(401)^2}{29}}{29} \\ &= 14981 - 5544.86 \\ &= 9436.14 \end{aligned}$$

From the data above, can be concluded that:

$$M_1 = 23$$

$$M_2 = 13.82$$

$$X_1 = 4430$$

$$X_2 = 9436.14$$

$$N_1 = 30$$

$$N_2 = 29$$

Therefore, the calculation of t-observed as follows:

$$\begin{aligned} t &= \frac{M_1 - M_2}{\sqrt{\left(\frac{MX_1 + MX_2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}} \\ &= \frac{23 - 13.82}{\sqrt{\left(\frac{4430 + 9436.14}{30 + 29 - 2}\right) \left(\frac{30 + 29}{30 \cdot 29}\right)}} \\ &= \frac{9.18}{\sqrt{\left(\frac{13866.14}{57}\right) \left(\frac{59}{870}\right)}} \\ &= \frac{9.18}{\sqrt{243.26} (0.06)} \\ &= \frac{9.18}{\sqrt{14.5956}} \end{aligned}$$

$$= \frac{9.18}{3.82}$$

$$= 2.40$$

After measuring the data by using t-test as it showed above t_{observed} value is 2.40. The result of calculation showed that t_{observed} is higher than t_{table} ($2.40 > 1.67$, $p = 0.05$). This means that the alternative hypothesis (H_a) is accepted and H_0 is rejected.

e. Testing Hypothesis

The basic testing OF hypothesis in this research were :

If $t_{\text{observed}} > t_{\text{table}}$, the hypothesis will be accepted.

If $t_{\text{observed}} < t_{\text{table}}$, the hypothesis will be rejected.

From the calculation above, it is found that t_{observed} is higher than t_{table} or can be seen as follows:

$$T_{\text{obs}} > t_{\text{table}} (p = 0,05; df = 59)$$

$$3.44 > 2.00 (p = 0,05; df = 59)$$

Thus, the alternative hypothesis (H_a) is accepted at the level of the significance 0,05 for two tailed test and the degree of freedom (df) 59, (Obtained from, $N_1 + N_2 - 2 = 30 + 29 - 2 = 59$). It can be concluded that “there is a significant effect of Reciprocal Teaching Strategy on the Students Reading Comprehension”.

f. Research findings

Based on the data above, can be seen that there was significant difference between the experimental class and the control class. In experimental class the students were taught by applying reciprocal teaching strategy. There are 30 students on that class and before the treatment they were given a pre test which consists of 10 questions. The topic was conditional sentence which also can be used by the students when arranging sentences on the treatment. Therefore, from the pretest, the students' mean score was 59 which was quiet low. Then, on the treatment, all of the students work together as a group which consists of 6 or 7 students. They were making a video discussing about a text and then every student practicing their role on that video. If the student's role is a summarizer, then she or he will explain briefly the contents of the text.

On the other hand, the control class was applying conventional strategy on the treatment. The students on the control class will discuss about text individually and write a summarization of the text in a piece of paper. Then, the students' mean score were 66.5 which higher than the experimental class. However, after the treatment the students were given a post test which consists of 10 questions. The data showed that, the experimental class gaining higher significant score than the control class. On the post test, the mean score for the experimental class was 82 meanwhile control class was 80.

Furthermore, the most frequently repetitive score of the experimental class is 70 on the pre-test. Then, on the post test 30% of the students' score is 80. For the median score for both of the pre-test and post test score are 80. Meanwhile on the control class, the mode score based on the data of the students' pre test score is 70 because 28% of the students gain 70. Then, for the post test 38% of the students score reach out to 100. Then, the median score on the students pre-test is 70 and for the post-test is 90.

From the findings of this research, the researcher found that discussing a text on a group was better than working individually. As a group which applying Reciprocal Teaching Strategy, the students will try to help the other group members. Thus, the students' reading comprehension about the text will get better when applying Reciprocal Teaching Strategy.

C. DISCUSSION

From the findings above, the data shows that Reciprocal Teaching Strategy has significant effects towards the students reading comprehension at the third grade of SMA NEGERI 1 Lhokseumawe. Based on the result can be seen that students from the experimental class gaining higher score than the control class. Some of the previous research also have applied reciprocal teaching strategy towards the students reading comprehension. A study entitled "Teaching Reading through Reciprocal Teaching Strategy" written by Dani Afrizatama convinced that Reciprocal Teaching Strategy was effective in teaching reading because the strategy can improve the students' reading comprehension. Thus, the research have similar result to this study because

reciprocal teaching strategy can be used to enhance the students' reading comprehension.

The second research was "Reciprocal Teaching Strategy in Embedding critical thinking." The research was using both of quantitative and qualitative method meanwhile this research only used quantitative method. Furthermore, that research which written by Andi Ayu Lestari claimed that reciprocal teaching strategy has a good influence in motivating the students' critical thinking, however based on this study the focused was on literal and interpretative comprehension.

The third research was entitled "The Use of Reciprocal Teaching to Improve Students' Reading Comprehension Skill." The research was using classroom action research. From the research can be conclude that the students was being more active during teaching learning when applying Reciprocal Teaching Strategy. Furthermore, the students gaining higher score after working together with their classmates in a group.

The forth research was written by Ahmed Mohammed Moneus which used the same method and this study, Reciprocal Teaching Strategy can be used with the university students in learning literary subjects. However, the differences are those university students applied this strategy deeper by communicating between all of the students without any obstacles. Meanwhile, in this study the students needed some times to get used with predicting, summarizing, questioning, and clarifying the text with their group members.

For the last research entitled "Developing Students' reading Comprehension through Reciprocal Teaching Strategy." This research also strengthen a fact that Reciprocal Teaching Strategy is decent to be used by the teacher to stimulate the students reading comprehension. In line with that, the research has similar result with this study as the group which taught by applying Reciprocal Teaching Strategy was gaining higher score than the conventional one.

So from five previous researches above, there is similarity of the result. The similarity can be concluded that Reciprocal Teaching Strategy can enhance the students' reading comprehension. The significance effect can be

seen from the students' score pre test and post test. The students score becoming higher after applying reciprocal teaching strategy. However, the differences can be seen as the different level of the subject on the previous research. Then, the main concentrate of the previous research was not only about literal and interpretative comprehension but also critical reading. Thus, Reciprocal Teaching Strategy has a positive effect towards the students' reading comprehension even on some various level of the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research and the data analysis that have been discussed above can be conclude that Reciprocal Teaching Strategy has a significant effect towards the students' reading comprehension. The average score of pre-test in experimental class was 59 and after the treatment the score on post test was increased become 82. Meanwhile, the average score of the pre-test in the control class was 66.52 and the post-test was 80.34. It can be seen that t-observed was higher than t-table ($2.40 > 1.67$) at the significant level of 0.05. Therefore, the result showed that the alternative hypothesis (H_a) is accepted and H_0 is rejected. Thus, can be said that the research question on this study has been answered and reciprocal teaching strategy was success to enhance the students' reading comprehension.

B. SUGGESTION

Based on the research that has been done, the researcher would like to give suggestion as follows:

1. To the principal of SMA NEGERI 1 LHOKSEUMAWE, it is good to motivate the teachers, especially English teacher to teach the students by using Reciprocal Teaching Strategy, because this strategy effectively increase the students' reading comprehension.
2. To the English teacher, they should be able to apply differences strategy to attract the students in the learning process especially during this online school. Therefore, for teaching reading Reciprocal Teaching Strategy can be used to make the students keep work together with their friends and this strategy will attract them in contributing the learning process.

3. To the students, they should find a strategy that can make them have a good motivation in learning English. For the students who prefer to learn in a group activity, they can try Reciprocal Teaching Strategy.
4. To other researcher in the major as the writer which is English Education, they can try to apply Reciprocal Teaching Strategy as one of the teaching strategy to prove that this strategy has significant effect to the students' English ability.

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LIST OF APPENDICES

APPENDIX 1

LESSON PLAN (EXPERIMENTAL GROUP)

School : SMA NEGERI 1 Lhokseumawe

Subject : Interaction and interactional text which giving and asking about conditional sentence

Class/Semester : XII/1

Time Allocation : 2 x 30 Minutes

I Standard Competency

Understanding the meaning of short functional text and essay in a form of a short text.

II Basic Competence

Responding the meaning of short functional text accurately and fluently.

III Indicators

1. To identify topics of the text that has been read
2. To identifying certain information of short functional text
3. To explain main idea of the text
4. Answer the question

IV Teaching Objective

1. The students can identify topics of the text that has been read
2. The students can identifying certain information of short functional text
3. Students can explain main idea of the text
4. Students can answer the question

V Character goals : Trusworthiness, Respect, Diligence

VI Strategy of Teaching: Reciprocal Teaching Strategy

VII Procedure of Teaching

a. Introduction

1. Greeting the students
2. Check the list of attendance
3. Start the lesson with praying
4. Teacher gives motivation to the students
5. Teacher does apperception by asking students some texts they ever read

b. Core Activity Teacher explains about the strategy that will be used

1. Teacher divides the students into some groups
2. Teacher gives a text for every group.
3. All of the students on each group have their own role.
4. Teacher guide the students to comprehend the information from the text.
5. The students make a video discussing about their own role on the group
6. The students sent their video to the researcher email account

c. Closing

1. Teacher asks students about the difficulty of material
2. Teacher gives opportunity to students for asking question
3. Teacher answer the question from students
4. The teacher makes conclusion of the material
5. Teacher reminds the students to do self-study at home
6. Teacher close the learning process

VIII **Source/tool/media**

Source : text from the internet

Media : Internet(Google Classroom, Google Drive, Whatsapp)

IX **Evaluation**

a. Technique : Written and video

b. Form of instrument : Multiple Choices

c. Example of instrument : Choose the best answer by crossing (x) a,b,c, or d!

d. Direction of evaluation:

1. Every correct answer : 10
2. Maximum scores : 100

$$X = \frac{\Sigma X}{N} \times 100$$

Where :

X = The mean of students' score

Σx = The total score

N = The number of the students

Medan, 20 May 2020

English Teacher



Nurul Hapsah, S. Pd., M. Ed.

NIP. 197104211997022003

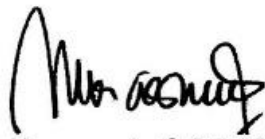
Researcher



Raisa Ainaa

NIM: 0304162078

Headmaster of SMA NEGERI 1 LHOKSEUMAWE



Nurasmah, S.Pd. M.Pd
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APPENDIX 2**LESSON PLAN (CONTROL GROUP)****School : SMA NEGERI 1 Lhokseumawe****Subject :Interaction and interactional text which giving and asking about conditional sentence****Class/Semester : XII/1****Time Allocation : 2 x 30 Minutes****X Standard Competency**

Understanding the meaning of short functional text and essay in a form of interaction and interactional text.

XI Basic Competence

Responding the meaning of short functional text accurately and fluently.

XII Indicators

1. To identify topics of the text that has been read
2. To identifying certain information of short functional text
3. To explain main idea of the text
4. Answer the question

XIII Teaching Objective

1. The students can identify topics of the text that has been read
2. The students can identifying certain information of short functional text
3. Students can explain main idea of the text
4. Students can answer the question

XIV Character goals : Trustworthiness, Respect, Diligence**XV Strategy of Teaching: Conventional Strategy****XVI Procedure of Teaching****a. Introduction**

1. Greeting the students

2. Check the list of attendance
3. Start the lesson with praying
4. Teacher gives motivation to the students
5. Teacher does apperception by asking students some texts they ever read

b. Core Activity Teacher explains about the strategy that will be used

1. Teacher give a text for every students.
2. All of the students should read the text and comprehend it.
3. Teacher guide the students to comprehend the information from the text.
4. The students make a summary about the text individually

c. Closing

1. Teacher asks students about the difficulty of material
2. Teacher gives opportunity to students for asking question
3. Teacher answer the question from students
4. The teacher makes conclusion of the material
5. Teacher reminds the students to do self-study at home
6. Teacher close the learning process

XVII Source/tool/media

Source : text from the internet

Media : Internet, Whatsapp.

XVIII Evaluation

a. Technique : Written

b. Form of instrument : Multiple Choices

c. Example of instrument : Choose the best answer by crossing (x) a,b,c, or d!

d. Direction of evaluation:

1. Every correct answer : 10
2. Maximum scores : 100

$$X = \frac{\Sigma X}{N} \times 100$$

Where :

X = The mean of students' score

Σx = The total score

N = The number of the students

Lhokseumawe, 13 Agustus 2020

English Teacher



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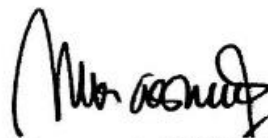
The Researcher



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NIP. 197004011995012001

APPENDIX 3

Pre-Test

The text above is for the questions number 1 – 10.

Throughout history, people have been victim of pickpockets. Today, pick pocketing is the one of the most rapidly increasing crimes. Pickpockets are increasing in number and developing better methods to practice their skill. Approximately one million Americans lose money to pickpockets every year and none is really safe from a skilled pickpockets. If there are some victims can be be found, they will be called as rich or poor, young or old.

During the eighteenth century, pickpockets were hanged in england, large crowds of people would gather watch the hanging, which was supposed to be a warning to other pickpockets. However, in time the practice was discontinued. The reason was if people were attentively watching the hanging of a pickpockets, other pickpockets would skillfully stole the money of spectators.

Police official say that the most efficient pickpockets come from south america. Many of these expert pickpockets are trained in special school called 'jingle bell schools'. A pickpocket's graduate from J.B.S when he is able to steal a wallet from a dresses dummy that has bells inside its pockets.

Even the most well dressed, respectable person may be a pickpocket. If the pickpockets had to choose a place for their forbidden duty, there would have been banks, airports, racetrack, supermarkets, elevators and train and bus station. Oftentimes, a pickpocket will work with another pickpockets as his partner. Another kind of pickpockets works outside or inside bars and specialize in stealing from women is called a 'purse snatcher'.

To avoid being the victim of a pickpocket, it's important to be very cautious and alert when in the midst of large gathering of the people.

Read the text and answer the questions with a correct answer by choosing ***a, b, c, or d.***

1. The best title for the passage would be:
 - A) Pickpockets are well dressed
 - B) Jingle Bell Schools
 - C) Pickpockets
 - D) The hanging of pickpockets

2. Pick pocketing is ... crime (fill the blank)
 - A. a contemporary
 - B. a modern
 - C. an old
 - D. a temporary

3. What is the main idea of the second paragraph?
 - A. The pickpockets were hanged in England years ago
 - B. The hanging was for gaining some attention
 - C. The characteristics of pickpockets
 - D. England is the main area of Pickpockets

4. Where is the most efficient pickpockets come from?
 - A. England
 - B. South America
 - C. South Korea
 - D. Switzerland

5. What would happen if the execution for the pickpockets were succeed ...
 - A. The number of pickpockets will increase
 - B. The number of pickpockets might had increased
 - C. The number of pickpockets would not increase
 - D. The number of pickpockets would increase

6. The passage mentions that pickpockets steal in/from the following, except.
 - A. The shops
 - B. Crowded places
 - C. Women
 - D. Drunkards

7. If the citizen had cautious and alert at every crowded places, ...
(Continue the sentence)
- A. They would not have avoided being victims of those pickpockets
 - B. They will have avoided being victims of those pickpockets
 - C. They would have avoided being victims of those pickpockets
 - D. They will avoid being victims of those pickpockets
8. The hanging of pickpockets was not continued because:
- A. They were large crowd of people
 - B. It was against humanity
 - C. The police were not at the hanging
 - D. It was not effective to stop pick pocketing
9. What is the meaning of "purse snatcher"?
- A. Someone who's specialist in stealing from women
 - B. Someone who's specialist in gathering people
 - C. Someone who works inside or outside the bars
 - D. Someone who hanging the pickpockets
10. How is the terms for every pickpocket to graduate from Jingle Bells School?
- A. The victim should be more than 100 persons
 - B. The forbidden duty should be on a crowded place
 - C. They should steal a wallet from dresses dummy that has bells inside the victim's pocket
 - D. They should steal dresses from women

Post-Test

The text above is for the questions number 1 – 10.

Throughout history, people have been victim of pickpockets. Today, pick pocketing is the one of the most rapidly increasing crimes. Pickpockets are increasing in number and developing better methods to practice their skill. Approximately one million Americans lose money to pickpockets every year and none is really safe from a skilled pickpockets. If there are some victims can be found, they will be called as rich or poor, young or old.

During the eighteenth century, pickpockets were hanged in England, large crowds of people would gather watch the hanging, which was supposed to be a warning to other pickpockets. However, in time the practice was discontinued. The reason was if people were attentively watching the hanging of a pickpockets, other pickpockets would skillfully stole the money of spectators.

Police official say that the most efficient pickpockets come from South America. Many of these expert pickpockets are trained in special school called 'jingle bell schools'. A pickpocket's graduate from J.B.S when he is able to steal a wallet from a dresses dummy that has bells inside its pockets.

Even the most well dressed, respectable person may be a pickpocket. If the pickpockets had to choose a place for their forbidden duty, there would have been banks, airports, racetrack, supermarkets, elevators and train and bus station. Oftentimes, a pickpocket will work with another pickpockets as his partner. Another kind of pickpockets works outside or inside bars and specialize in stealing from women is called a 'purse snatcher'.

To avoid being the victim of a pickpocket, it's important to be very cautious and alert when in the midst of large gathering of the people.

Read the text and answer the questions with a correct answer by choosing **a, b, c, or d.**

1. The best title for the passage would be:
 - A) Pickpockets are well dressed
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 - C) Pickpockets
 - D) The hanging of pickpockets

2. Pick pocketing is ... crime (fill the blank)
 - A. a contemporary
 - B. a modern
 - C. an old
 - D. a temporary

3. What is the main idea of the second paragraph?
 - A. The pickpockets were hanged in England years ago
 - B. The hanging was for gaining some attention
 - C. The characteristics of pickpockets
 - D. England is the main area of Pickpockets

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5. What would happen if the execution for the pickpockets were succeed ...
 - A. The number of pickpockets will increase
 - B. The number of pickpockets might had increased
 - C. The number of pickpockets would not increase
 - D. The number of pickpockets would increase

6. The passage mentions that pickpockets steal in/from the following, except.
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 - C. Women
 - D. Drunkards

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10. How is the terms for every pickpocket to graduate from Jingle Bells School?
- A. The victim should be more than 100 persons
 - B. The forbidden duty should be on a crowded place
 - C. They should steal a wallet from dresses dummy that has bells inside the victim's pocket
 - D. They should steal dresses from women

KEY ANSWER FOR PRE-TEST

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

KEY ANSWER FOR POST TEST

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

APPENDIX 4

List of the Students' Name in Experimental Class

No	The Students' name	Initial Name
1	ARINIL HAQ	AH
2	BINTANG KEJORA CAHAYA SUKMA	BKCS
3	BURHANUDDIN	B
4	CUT AULIANA AGMA	CAA
5	DANYA KHALILA SALSABILA	DKS
6	DWI SURYA NINGSIH	DSN
7	FADLUL HAIKAL	FH
8	FARHAN AKBAR	FA
9	INDAH LARASSATI	IL
10	LAILY NURAIDA	LN
11	MUHAMMAD ALFIZAR	MA
12	MUHAMMAD BAGINDA KAMAL	MBK
13	MUHAMMAD HAECHAL	MH
14	MUHAMMAD SAFRIZAL	MS
15	MUTMAINNAH	MT
16	NAFIZHAH ADILAH SIMBOLON	NAS
17	PUTRI MUSHANNA	PM
18	RAISA MISYKA	RM
19	RINA HUMAIRA	RH
20	ROZATUL JANNAH	RJ
21	SALBILLA AZRA	SA
22	SELJA NURSARI	SN
23	SISKA RINA WATI	SRW
24	SITI RAHIL	SR
25	TAMARA ZULKARNAEN	TZ
26	TEUKU FEBRYAN TAZRIN	TFT
27	WAHYU SYAMSUDIN	WSY
28	WENY SILVANY	WSI
29	ZIKRA AMALIA	ZA
30	CUT NURUL SYIFA	CNS

List of the Students' Name in Control Class

No	The Students' name	Initial Name
1	AHLUL IPDANA FIKRI	AIF
2	ATHAYA ATHALIA	AA
3	AZRA ARZAHRI USFA	AAU
4	AZZUHRA SABINA	AS
5	BAYU KRISNA	BK
6	CUT FIDYA MAULINA	CFM
7	CUT MIA AMANDA AMALIA	CMAA
8	CUT NATASYA MAIRIVA SYAKILLA	CNMS
9	DARA AUDRINA FEUNNA	DAF
10	DAVID FADLIANDA	DF
11	DAVID RESKY ALEXANDRO SIREGAR	DRAS
12	DEFRI MUSLIMAR	DM
13	DHABITAH FADHILAH	DF
14	MELLYA INDRA NUR	MIN
15	MIRA ALIYANI	MA
16	MUHAMMAD FARRAS AL – KHAIRY	MAAK
17	NIZEIYATUL MUNA	NM
18	POCUT AUDI MAHESA SRIKANDI	PAMS
19	PUJI WULAN DARI	PWD
20	QANITA ALICIA	QA
21	RAZUL ALFAN ZIKRI	RAZ
22	SAID AGUS SETIAWAN	SAS
23	SALSA FADHILLA	SF
24	SALSABILA	S
25	SATRIA ARDIANSYAH NST	SANST
26	SELA AMANDA PUTRI	SAP
27	SYARIFAH RAIQAH SALSABILA	SRS
28	TEUKU AIDIL BAYHAQI	TAB
29	AGUSTI DWI ANDINI	ADA

APPENDIX 5

The Students' Score on Experimental Class

No	The Students' name	Initial Name	Pre-test	Post-Test
1	ARINIL HAQ	AH	40	70
2	BINTANG KEJORA CAHAYA SUKMA	BKCS	20	50
3	BURHANUDDIN	B	20	60
4	CUT AULIANA AGMA	CAA	70	90
5	DANYA KHALILA SALSABILA	DKS	70	80
6	DWI SURYA NINGSIH	DSN	30	70
7	FADLUL HAIKAL	FH	60	80
8	FARHAN AKBAR	FA	50	60
9	INDAH LARASSATI	IL	50	80
10	LAILY NURAIDA	LN	50	80
11	MUHAMMAD ALFIZAR	MA	50	90
12	MUHAMMAD BAGINDA KAMAL	MBK	40	70
13	MUHAMMAD HAECHAL	MH	50	100
14	MUHAMMAD SAFRIZAL	MS	60	70
15	MUTMAINNAH	MT	70	80
16	NAFIZHAH ADILAH SIMBOLON	NAS	70	80
17	PUTRI MUSHANNA	PM	60	90
18	RAISA MISYKA	RM	90	90
19	RINA HUMAIRA	RH	90	100
20	ROZATUL JANNAH	RJ	90	100
21	SALBILLA AZRA	SA	70	100
22	SELJA NURSARI	SN	60	100
23	SISKA RINA WATI	SRW	70	90
24	SITI RAHIL	SR	50	80
25	TAMARA ZULKARNAEN	TZ	60	90
26	TEUKU FEBRYAN TAZRIN	TFT	60	80
27	WAHYU SYAMSUDIN	WSY	70	80
28	WENY SILVANY	WSI	80	90
29	ZIKRA AMALIA	ZA	50	70
30	CUT NURUL SYIFA	CNS	70	90
			1770	2460
	Mean		59	82

APPENDIX 6

The Students' Score on Control Class

No	The Students' name	Initial Name	Pre-test	Post-Test
1	AHLUL IPDANA FIKRI	AIF	80	100
2	ATHAYA ATHALIA	AA	90	90
3	AZRA ARZAHRI USFA	AAU	50	50
4	AZZUHRA SABINA	AS	90	90
5	BAYU KRISNA	BK	50	60
6	CUT FIDYA MAULINA	CFM	80	80
7	CUT MIA AMANDA AMALIA	CMAA	50	100
8	CUT NATASYA MAIRIVA SYAKILLA	CNMS	80	80
9	DARA AUDRINA FEUNNA	DAF	50	100
10	DAVID FADLIANDA	DF	100	100
11	DAVID RESKY ALEXANDRO SIREGAR	DRAS	70	70
12	DEFRI MUSLIMAR	DM	60	80
13	DHABITAH FADHILAH	DF	60	60
14	MELLYA INDRA NUR	MIN	80	80
15	MIRA ALIYANI	MA	80	80
16	MUHAMMAD FARRAS AL – KHAIRY	MAAK	60	100
17	NIZEIYATUL MUNA	NM	70	100
18	POCUT AUDI MAHESA SRIKANDI	PAMS	70	100
19	PUJI WULAN DARI	PWD	70	70
20	QANITA ALICIA	QA	70	100
21	RAZUL ALFAN ZIKRI	RAZ	30	30
22	SAID AGUS SETIAWAN	SAS	20	20
23	SALSA FADHILLA	SF	90	90
24	SALSABILA	S	80	80
25	SATRIA ARDIANSYAH NST	SANST	30	30
26	SELA AMANDA PUTRI	SAP	70	100
27	SYARIFAH RAIQAH SALSABILA	SRS	70	100
28	TEUKU AIDIL BAYHAQI	TAB	50	100
29	AGUSTI DWI ANDINI	ADA	70	90
			1929	2330
		MEAN	66.51	80.34

APPENDIX 7

The Students' Score on Experimental Class From the lowest to the Highest

A. Pre test score

No	Name	Score
1.	Burhannudin	20
2.	Bintang Kejora Cahaya Sukma	20
3.	Dwi Surya Ningsih	30
4.	Arinil Haq	40
5.	Muhammad Baginda Kamal	40
6.	Farhan Akbar	50
7.	Indah Larassati	50
8.	Laily Nuraida	50
9.	Muhammad Alfizar	50
10.	Muhammad Haechal	50
11.	Siti Rahil	50
12.	Zikra Amalia	50
13.	Fadlul Haikal	60
14.	Muhammad Safrizal	60
15.	Putri Mushanna	60
16.	Selja Nursari	60
17.	Teuku Febryan Tazrin	60
18.	Tamara Zulkarnaen	60
19.	Cut Auliana Agma	70
20.	Cut Nurul Syifa	70
21.	Danya Khalila Salsabila	70
22.	Mutmainnah	70
23.	Nafizhah Adilah Simbolon	70
24.	Salsabila Azra	70
25.	Siska Rina Wati	70
26.	Wahyu Syamsudin	70
27.	Weny Silvany	80

28.	Rina Humaira	90
29.	Rozatul Jannah	90
30.	Raisa Misyka	90

B. Post test score

No	Name	Score
1.	Bintang Kejora Cahaya Sukma	50
2.	Burhannudin	60
3.	Fadlul Haikal	60
4.	Arinil Haq	70
5.	Danya Khalila Salsabila	70
6.	Muhammad Alfizar	70
7.	Muhammad Haechal	70
8.	Weny Silvany	70
9.	Cut Nurul Syifa	80
10.	Dwi Surya Ningsih	80
11.	Farhan Akbar	80
12.	Indah Larassati	80
13.	Muhammad Safrizal	80
14.	Mutmainnah	80
15.	Siska Rina Wati	80
16.	Tamara Zulkarnaen	80
17.	Teuku Febryan Tazrin	80
18.	Cut Auliana Agma	90
19.	Laily Nuraida	90
20.	Nafizhah Adilah Simbolon	90
21.	Putri Mushanna	90
22.	Selja Nursari	90
23.	Siti Rahil	90
24.	Wahyu Syamsudin	90
25.	Zikra Amalia	90
26.	Muhammad Baginda Kamal	100

27.	Raisa Misyka	100
28.	Rina Humaira	100
29.	Rozatul Jannah	100
30.	Salsabila Azra	100

APPENDIX 8

**The Students' Score on Control Class
From the lowest to the Highest**

A. Pre test score

No	Name	Score
1.	SAID AGUS SETIAWAN	20
2.	RAZUL ALFAN ZIKRI	30
3.	SATRIA ARDIANSYAH NST	30
4.	AZRA ARZAHRI USFA	50
5.	BAYU KRISNA	50
6.	CUT MIA AMANDA AMALIA	50
7.	DARA AUDRINA FEUNNA	50
8.	TEUKU AIDIL BAYHAQI	50
9.	DEFRI MUSLIMAR	60
10.	DHABITAH FADHILAH	60
11.	MUHAMMAD FARRAS AL - KHAIRY	60
12.	DAVID RESKY ALEXANDRO SIREGAR	70
13.	NIZEIYATUL MUNA	70
14.	POCUT AUDI MAHESA SRIKANDI	70
15.	PUJI WULAN DARI	70
16.	QANITA ALICIA	70
17.	SELA AMANDA PUTRI	70
18.	SYARIFAH RAIQAH SALSABILA	70
19.	AGUSTI DWI ANDINI	70
20.	AHLUL IPDANA FIKRI	80
21.	CUT FIDYA MAULINA	80
22.	CUT NATASYA MAIRIVA SYAKILLA	80
23.	MIRA ALIYANI	80
24.	SALSABILA	80
25.	MELLYA INDRA NUR	80
26.	ATHAYA ATHALIA	90
27.	AZZUHRA SABINA	90

28.	SALSA FADHILLA	90
29.	DAVID FADLIANDA	100

B. Post test score

No	Name	Score
1.	SAID AGUS SETIAWAN	20
2.	RAZUL ALFAN ZIKRI	30
3.	SATRIA ARDIANSYAH NST	30
4.	AZRA ARZAHRI USFA	50
5.	BAYU KRISNA	60
6.	DHABITAH FADHILAH	60
7.	DAVID RESKY ALEXANDRO SIREGAR	70
8.	PUJI WULAN DARI	70
9.	CUT FIDYA MAULINA	80
10.	CUT NATASYA MAIRIVA SYAKILLA	80
11.	DEFRI MUSLIMAR	80
12.	MELLYA INDRA NUR	80
13.	MIRA ALIYANI	80
14.	SALSABILA	80
15.	ATHAYA ATHALIA	90
16.	AZZUHRA SABINA	90
17.	SALSA FADHILLA	90
18.	AGUSTI DWI ANDINI	90
19.	AHLUL IPDANA FIKRI	100
20.	CUT MIA AMANDA AMALIA	100
21.	DARA AUDRINA FEUNNA	100
22.	DAVID FADLIANDA	100
23.	MUHAMMAD FARRAS AL - KHAIRY	100
24.	NIZEIYATUL MUNA	100
25.	POCUT AUDI MAHESA SRIKANDI	100
26.	QANITA ALICIA	100
27.	SELA AMANDA PUTRI	100

28.	SYARIFAH RAIQAH SALSABILA	100
29.	TEUKU AIDIL BAYHAQI	100

APPENDIX 9

Reability Table Test

No.	Initial	1	2	3	4	5	6	7	8	9	10	Xtotal	Xt ²
1.	AH	1	1	1	1	1	0	1	0	0	1	7	49
2.	BKCS	1	1	0	0	1	1	0	0	0	1	5	25
3.	B	1	0	1	1	1	1	0	0	1	1	7	49
4.	CAA	1	1	1	1	1	1	1	1	1	1	10	100
5.	DKS	1	1	1	1	0	0	1	1	1	1	8	64
6.	DSN	1	1	1	1	0	1	1	0	1	0	7	49
7.	FH	1	1	1	0	1	1	1	0	1	1	8	64
8.	FA	0	1	1	1	1	1	0	1	0	0	6	36
9.	IL	0	1	1	1	1	1	1	1	1	0	8	64
10.	LN	1	1	1	1	0	1	1	1	0	1	8	64
11.	MA	1	1	1	0	1	1	1	1	1	1	9	81
12.	MBK	0	1	0	0	1	1	1	1	0	0	5	25
13.	MH	1	1	1	1	1	1	1	1	1	1	10	100
14.	MS	1	0	1	1	1	0	1	1	0	1	7	49
15.	MT	1	1	1	0	0	1	1	1	1	1	8	64
16.	NAS	1	1	0	1	1	1	1	1	1	0	8	64
17.	PM	1	1	1	1	1	1	0	1	1	1	9	81
18.	RM	1	0	1	1	1	1	1	1	1	1	9	81
19.	RH	1	1	1	1	1	1	1	1	1	1	10	100
20.	RJ	1	1	1	1	1	1	1	1	1	1	10	100
21.	SA	1	1	1	1	1	1	1	1	1	1	10	100
22.	SN	1	1	1	1	1	1	1	1	1	1	10	100
23.	SRW	1	1	1	1	1	0	1	1	1	1	9	81
24.	SR	1	1	0	1	1	1	1	1	1	0	8	64
25.	TZ	0	1	1	1	1	1	1	1	1	1	9	81
26.	TFT	1	1	1	1	0	1	1	0	1	1	8	64
27.	WSY	1	1	0	0	1	1	1	1	1	1	8	64
28.	WSI	1	1	1	1	1	1	1	1	1	0	9	81
29.	ZA	1	1	1	0	0	0	1	1	1	1	7	49
30.	CNS	1	0	1	1	1	1	1	1	1	1	9	81
31.	AIF	1	1	1	1	1	1	1	1	1	1	10	100
32.	AA	1	0	1	1	1	1	1	1	1	1	9	81
33.	AAU	0	1	1	1	0	0	1	1	0	0	5	25
34.	AS	1	1	1	0	1	1	1	1	1	1	9	81
35.	BK	1	1	1	1	0	1	0	0	0	1	6	36
36.	CFM	1	1	1	1	0	0	1	1	1	1	8	64
37.	CMAA	1	1	1	1	1	1	1	1	1	1	10	100
38.	CNMS	1	1	1	0	1	1	1	1	1	0	8	64
39.	DAF	1	1	1	1	1	1	1	1	1	1	10	100
40.	DF	1	1	1	1	1	1	1	1	1	1	10	100
41.	DRAS	1	1	1	1	0	0	1	1	0	1	7	49

42.	DM	1	0	1	1	0	1	1	1	1	1	8	64
43.	DF	1	1	0	1	1	0	1	1	0	0	6	36
44.	MIN	0	1	1	1	0	1	1	1	1	1	8	64
45.	MA	1	0	1	1	1	1	1	1	0	1	8	64
46.	MAAK	1	1	1	1	1	1	1	1	1	1	10	100
47.	NM	1	1	1	1	1	1	1	1	1	1	10	100
48.	PAMS	1	1	1	1	1	1	1	1	1	1	10	100
49.	PWD	0	1	1	1	1	1	0	0	1	1	7	49
50.	QA	1	1	1	1	1	1	1	1	1	1	10	100
51.	RAZ	0	1	1	0	0	1	0	0	0	0	3	9
52.	SAS	0	0	1	0	0	0	1	0	0	1	3	9
53.	SF	1	1	1	1	1	1	0	1	1	1	9	81
54.	S	1	1	0	0	1	1	1	1	1	1	8	64
55.	SANST	1	0	0	0	1	1	0	0	0	0	3	9
56.	SAP	1	1	1	1	1	1	1	1	1	1	10	100
57.	SRS	1	1	1	1	1	1	1	1	1	1	10	100
58.	TAB	1	1	1	1	1	1	1	1	1	1	10	100
59.	ADA	1	1	1	0	1	1	1	1	1	1	9	81
	total											480	4104
	mean											8.14	69.56

APPENDIX 10

Research Response Letter

**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 LHOKSEUMAWE**

Alamat : Jl. Darussalam Kp. Jawa Lama Kec. Banda Sakti Lhokseumawe
Telp/Fax. 064543024/064543024; E-mail : smn1lsw@yahoo.co.id
Website : www.sman1lhokseumawe.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : 895.1/ 340 / 2020

Sehubungan dengan Surat Kementerian Agama Republik Indonesia Universitas Islam Negeri Sumatera Utara Medan Nomor : B-9462/ITK/ITK.V.3/PP.00.9/08/2020 tanggal 11 Agustus 2020, Perihal : Izin Penelitian, maka dengan ini Kepala SMA Negeri 1 Lhokseumawe, menerangkan bahwa :

N a m a : RAISA AINAA
N I M : 0304162078
T e m p a t / T g l . L a h i r : Jakarta, 23 Mei 1998
P r o g r a m S t u d i : Pendidikan Bahasa Inggris
S e m e s t e r : VIII (Delapan)
A l a m a t : Medan

Telah mengadakan Penelitian Skripsi yang berjudul : The Effect of Reciprocal Teaching Strategy towards the Students' Reading Comprehension. di SMA Negeri 1 Lhokseumawe, terhitung mulai tgl. 18 Agustus s.d 2 September 2020.

Demikianlah Surat Keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya.

Lhokseumawe, 2 September 2020

Kepala SMA Negeri 1 Lhokseumawe,

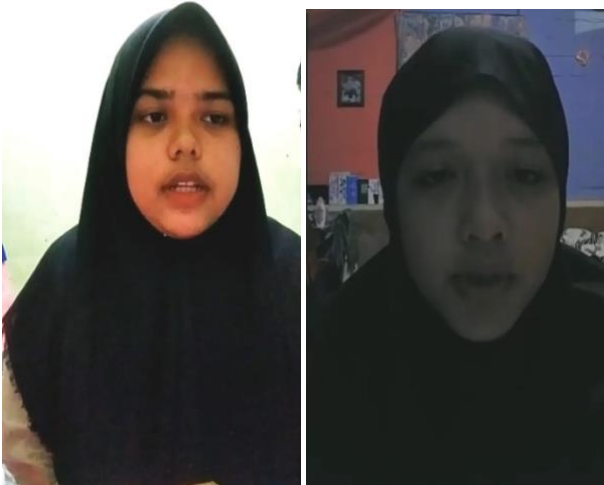
Nurasmah, S.Pd., M.Pd.
NIP. 19700401 199501 2 001



APPENDIX 11**DOCUMENTATION****1. pictures**

Group 3 of the Experimental Class

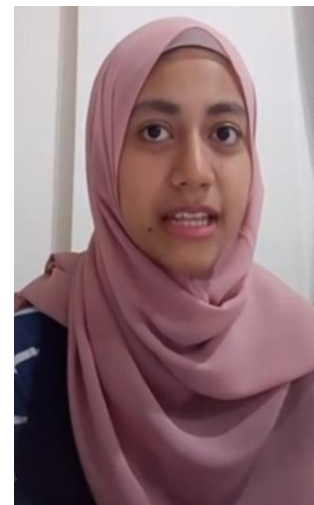
As predictors



As questionnaires



As summarizer



As clarifier



A. The pictures above showing that the students were creating a video. They were discussing about the text in a group as their own role in applying reciprocal teaching strategy.

Control class

No. _____ Page: _____
 Date: 31/08/20.

Dhabitah Fadhlilah
 XII IPA 6

Paragraph 1: Pickpocketing is the one of the most rapidly increasing crimes. Pickpockets are increasing in number and developing better methods to practice their skill.

Paragraph 2: Pickpockets were hanged in England, which was supposed to be a warning to other pickpockets.

Paragraph 3: The most pickpockets come from South America and many of pickpockets are trained in special school "Jingle Bell schools".

Paragraph 4: If the pickpockets had to choose a place for their forbidden duty, there would have been Banks, Airports, Racetrack, Supermarkets, Elevators and train and Bus station.

Paragraph 5: It's important to be very cautious and alert when in the midst of large gathering of the people to avoid being pickpockets.

AHLUL IDANA FIRI
 XII IPA 6

Make a summary

History of pickpocket who stole the people of the rich or poor.

During the 18th century in England hanged pickpockets, large crowds would gather to watch a pickpocket who was hanging, which should be a warning to other pickpockets, but when people attentively watch the thief was hanged, a more skilled pickpocket stole money from the audience.

Police officials said that the most efficient pickpocket who came from South America. These pickpocket many experts are trained in a special school called "school jingle bell".

Some favorite place pickpockets are banks, airports, racetrack, supermarkets, shops, train and bus stations. Often, pickpockets will work with others as a partner.

It's important to be very careful and vigilant when in the midst of a large gathering of the people.

Syarifah Raiqah Salsabila
 XII-IPA 6
 B-Inggris Minat

No. Selasa
 Date: 1 Sep 2020

Paragraph 1	Paragraph 2
Today, Pick Pocketing is the one of the most rapidly increasing crimes. Pickpockets are increasing in number and developing better methods to practice their skill.	Pick Pockets were hanged in England. Large crowds of people would gather watch the hanging, which was supposed to be a warning to other pickpockets.
Paragraph 3	Paragraph 4
Many of these expert pickpockets are trained in special school called "Jingle Bell schools".	If the Pickpockets had to choose a place for their forbidden duty, there would have been banks, airports, racetrack, supermarkets, elevators and train and bus station.
Paragraph 5	
It's important to be very cautious and alert when in the midst of large gathering of the people	

Qui Mia Amanda Analig
 XII IPA 6
 B- Inggris minat

No. _____ Page: _____
 Date: 1 September 2020

Summary

Paragraph 1
 History of pickpocket who stole the people of the rich or poor.

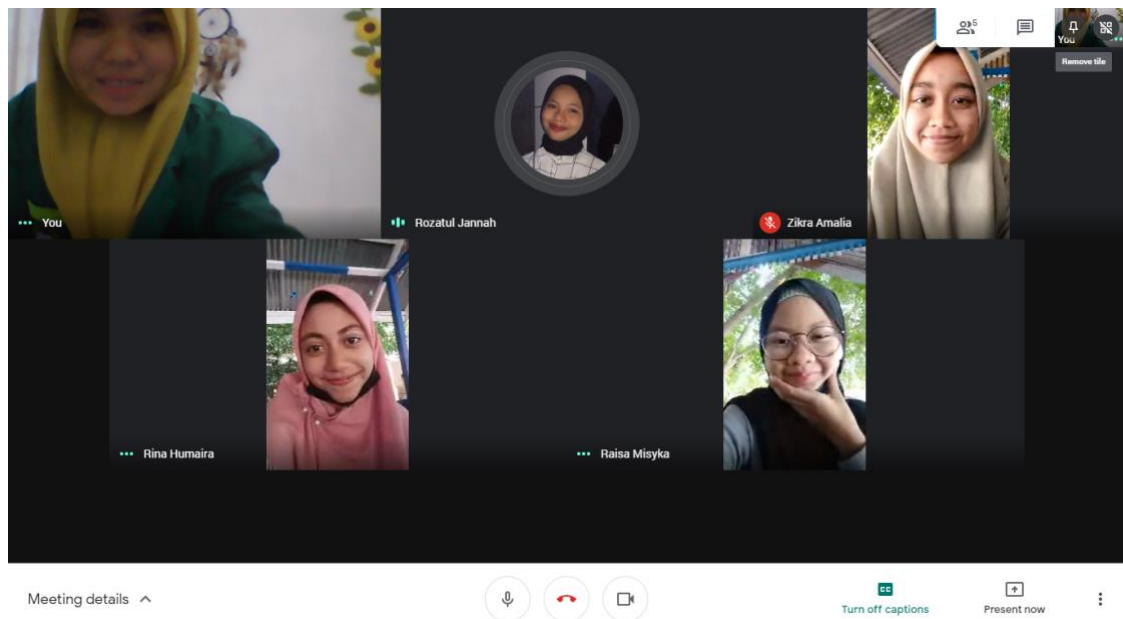
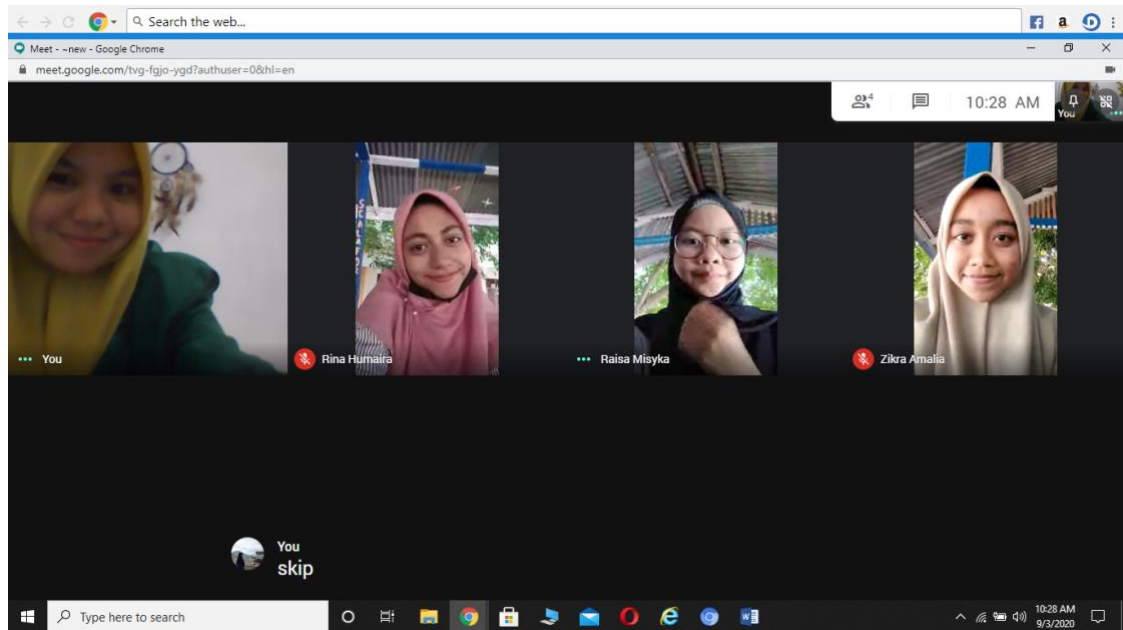
Paragraph 2
 During the 18th century in England hanged pickpockets, large crowds would gather to watch a pickpocket who was hanging to other pickpockets, but when people attentively watch the thief was hanged, more skilled pickpocket stole money from the audience.

Paragraph 3
 Police officials said that the most efficient pickpocket who came from South America. These pickpocket many experts are trained in a special school called "school jingle bell".

Paragraph 4
 Some favorite places pickpocket are banks, airports, racetrack, supermarkets, shops and train and bus stations. Often pickpocket will work with others as a partner.

Paragraph 5
 It is important to be very careful and vigilant when in the midst of a large gathering of the people.

B. The picture shows that the students discuss about the text individually



C. The picture above shows how the class running on Google classroom, therefore not all of the students able to do it because of the internet problems.



D. The researcher took picture together with the English teacher at the teachers' room.

APPENDIX 12

PERSONAL DATA



RAISA AINAA

ENGLISH EDUCATION
COLLEGE STUDENT AT ISLAMIC
STATE UNIVERSITY OF NORTH
SUMATERA

PERSONAL PROFILE

A 22-year-old girl who loves English language very much, as someone who will be a teacher, may she learn well to make the education greater than before.

AREAS OF EXPERTISE

- English language
- Translator from English to Indonesia or Indonesia to English language.

BIODATA

PLACE OF BIRTH : JAKARTA
DATE OF BIRTH : MAY 23RD 1998
BLOOD TYPE : A
NATIONALITY : INDONESIA

GET IN CONTACT

mobile:
+6287837437747
Email:
raisaaainaa@gmail.com
Medan- Indonesia

EDUCATION HISTORY

-SDN 21 BIREUEN
-SMP BRIGJEN KATAMSO
-SMA SWASTA AL FITYAN
SCHOOL MEDAN
-STATE ISLAMIC UNIVERSITY
OF NORTH SUMATERA

OTHER SKILLS

- The ability to operate ms. Word a ms. Excel
- The ability to bake and cook
- Excellent problem solve