IMPROVING STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT THROUGH RECIPROCAL TEACHING TECHNIQUE AT TENTH GRADE OF SMA CERDAS MURNI TEMBUNG

THESIS

Submitted to Faculty of Tarbiyah and Teacher's Training UIN-SU Medan on Partial

Fulfillment of the Requirements for the Degree of Sarjana Pendidikan.

By:

NURUL IHYA MAWADATUL AKMAL
NIM. 34154175

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2019

IMPROVING STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT THROUGH RECIPROCAL TEACHING TECHNIQUE AT FIRST GRADE OF SMA CERDAS MURNI TEMBUNG

THESIS

Submitted to Faculty of Tarbiyah and Teacher's Training UIN-SU Medan on Partial

Fulfillment of the Requirements for the Degree of Sarjana Pendidikan.

By:

NURUL IHYA MAWADATUL AKMAL
NIM.34154175

Advisor I

Dr. Abdillah, M.Pd.
NIP. 19680805 199703 1 002

Advisor II

Utami Dewi, M.Hum.
NIP. 19820227 200801 2 009

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2019

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

SURAT PENGESAHAN

Skripsi yang berjudul : "Improving Students' Reading Comprehension in Descriptive Text Through Reciprocal Teaching Technique at Tenth Grade of SMA Cerdas Murni in Academic Year 2019/2020" oleh Nurul Ihya Mawadatul Akmal, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

10 Juli 2019 M
07 Dzulqaidah 1440 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua	Sekretaris
Dr. Sholihatul Hamidah Daulay, M.Hum	**Maryati Salmiah , S.Pd., M.Hum**
NIP. 19750622 200312 2 002	**NIP. 19820501 200901 2 012**

Anggota Penguji

1. **Dr. Abdillah, M.Pd.**
   NIP. 19680805 199703 1 002
2. **Utami Dewi, S.Pd., M.Hum,**
   NIP. 19820227 200801 2 009
3. **Yani Lubis, S.Ag., M.Hum.**
   NIP. 19700606 200003 1 006
4. **Dr. Sholihatul Hamidah Daulay, M.Hum**
   NIP. 19750622 200312 2 002

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd.

NIP. 19601006 199403 1 002

Medan, Agustus 2019

Name : Istimewa

Lamp : -

Perihal : Skripsi

KepadaYth:

Bapak Dekan

Fak. IlmuTarbiyah dan Keguruan

An. Nurul Ihya Mawadatul Akmal

Assalamu'alaikumWr. Wb

Setelah saya membaca, meneliti dan memberi saran perbaikan seperlunya terhadap skripsi mahasiswa:

Nama : Nurul Ihya Mawadatul Akmal

NIM : 34.15.4.175

Jurusan : Pendidikan Bahasa Inggris

Judul :**IMPROVING STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT THROUGH RECIPROCAL TEACHING TECHNIQUE AT TENTH GRADE OF SMA CERDAS MURNI TEMBUNG.**

Maka Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Medan, Agustus 2019

Advisor I **Advisor II**

Dr. Abdillah, M.Pd **Utami Dewi, M.Hum**

NIP. 19680805 199703 1 002 **NIP. 19820227 200801 2 009**

PERNYATAAN KEASLIAN SKRIPSI

Saya yang betanda tangan di bawah ini:

Nama : Nurul Ihya Mawadatul Akmal

NIM : 34.15.4.175

Jur/Program Studi : PBI-3/S1

Judul Skripsi : **IMPROVING STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT THROUGH RECIPROCAL TEACHING TECHNIQUE AT TENTH GRADE OF SMA CERDAS MURNI TEMBUNG**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh institu batal saya terima.

Medan, Agustus 2019

Yang membuat pernyataan

Nurul Ihya Mawadatul Akmal

NIM. 34154175

ABSTRACT

NURUL IHYA MAWADATUL AKMAL. NIM. 34.15.4.175. IMPROVING STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT THROUGH RECIPROCAL TEACHING TECHNIQUE AT TENTH GRADE OF SMACERDAS MURNI TEMBUNG.

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Sciences and Teachers Training, State Islamic University of North Sumatera, Medan 2019.

Keywords: reading comprehension, descriptive text and reciprocal teaching technique.

This study was aimed to improve students' reading comprehension in descriptive text through reciprocal teaching technique. The subjects of this study were 34 students at tenth grade of SMA Cerdas Murni Tembung. This research was conducted by using classroom action research method that consisted of two cycles. The data were analyzed quantitatively and qualitatively.The result of this research in pre test cycle I showed that the mean of students score was (56,23) in which only there were who passed the standard minimum score or KKM. Then in post test I, there were who being improved and the mean score was (69,70). Then in the post test of cycle II, there were passed the standard minimum score (75,14). It indicated that reciprocal teaching technique could improve students' reading comprehension in descriptive text. This result is being reinforced by the observation and interview that done by research. The result of the observation is students become more active and enjoy in doing reading activity. Based on the result, it could be concluded that Reciprocal Teaching technique is effective in improving students' reading comprehension in descriptive text.

ACKNOWLEDGMENT

Bismillahirrahmaanirrahiim

Assalamu'alaikum wr..wb.

Alhamdulillah, all praises to be Allah, the Lord of the world, who has given writer healthy and also chance to finish the last assignment in her study. Peace and salutation be upon to the prophet Muhammad SAW, his family, his best friend and also his followers.

The title of the thesis is "**Improving Students' Reading Comprehension in Descriptive Text through Reciprocal Teaching Technique at Tenth Grade of SMA Cerdas Murni Tembung"**. It is submitted to the Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan as partial fulfillment of the requirements of the degree S.Pd.

The writer realized that she would never finished writing this thesis without helping of some people around her directly or indirectly. First of all, the writer would like to express her greatest love and honor to her beloved family: her greatest father (**Nur Yanto**), her wonderful mom (**Shofiyah**), her beloved uncle (**Amrozi** and **Maslathif Dwi Purnomo, M.Hum**), her beloved aunt (**Maslihatin** and **Muzdalifah, S.Pd**) and also her beloved sisters (**Twinta** and **Trisna**) who always encourage the writer to finish this thesis.

Moreover, the writer also would like to express her great honor and deepest gratitude to:

1. **Dr. Amiruddin Siahaan, M.Pd**, as Dean of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan.

2. **Dr. Abdillah, M.Pd** (as advisor I) and **Utami Dewi, M.Hum** (as advisor II) who always be patient in guidance, giving wise advice and also constructive comments during completing this study.
3. **Dr. Sholihatul Hamidah Daulay, M.Hum** as the Head of English Education Department and the whole of the English Education staffs, deepest thanks are also directed to them for their help in processing the require administration.
4. **Dr. Rahmah Fitriani, SS, M.Hum** as the academic consultant and to all FITK lecturers especially for PBI lecturers, great thanks are extended for their loyalty and royalty who have taught the writer during her academic years.
5. The principle of school, the headmaster of school (**Ibrahim Arbi, S.Ag, S.Pd.I**) and the English teacher (**Drs. Amrin**), deepest thanks are directed to them who have contributed during in conducting the research.
6. Biggest thanks are also delivered to all of beloved friends PBI-3 period 2015 who always support and inspire the writer and who have accompanied her in learning process for four years especially for **Eva**, **Aminah** and **Wamro** as my roommate who always give the best support to the writer.
7. Last but not least for all people especially my best friends in Go River Institute Indonesia who have gave contribution during conducting the research even also finishing this thesis, may Allah always bless them.

The writer realizes that this thesis cannot be considered perfect without critique and suggestion. Therefore, it is such as a pleasure for the writer to get constructing critiques and suggestions for making this thesis more perfect.

Medan, August 2019

LIST OF TABLE

Table	Title	Page
4.1.1	The Result of Students' Score	41-42
4.3	The Percentage of Students' Reading Comprehension	51

LIST OF APPENDICES

Appendix	Title
I	: Lesson Plan Cycle I
II	: Lesson Plan Cycle II
III	: Pre Test Cycle I
IV	: Post Test Cycle I
V	: Post Test Cycle II
VI	: Observation Sheet Cycle I
VII	: Observation Sheet Cycle II
VIII	: Teacher's Interview Sheet
IX	: Student's Interview Sheet
X	: Students' Attendance List
XI	: Student's Score in Pre Test
XII	: Student's Score in Post Test of Cycle I
XIII	: Student's Score in Post Test of Cycle II
XIV	: Documentations

TABLE OF CONTENT

ABSTRACT… i

ACKNOWLEDGMENT ii

TABLE OF CONTENT iii

LIST OF TABLE iv

LIST OF APPENDIX v

CHAPTER I INTRODUCTION

1.1 Background of the Study 1

1.2 Identification of the Problems 3

1.3 Limitation of the Problems 3

1.4 Research of the Problems 3

1.5 Objectives of the Study 4

1.6 Significances of the Study 4

CHAPTER II THEORITICAL REVIEW

2.1 Definition of Students' Reading Comprehension 6

2.1.1 Purposes of Reading 10

2.1.2 The Kinds of Reading 11

2.2 Descriptive Text 16

2.2.1 Definition of Descriptive Text 16

2.2.2 The Purpose of Descriptive Text 17

2.2.3 The Structure and Language Feature of Descriptive Text 18

2.3 Reciprocal Teaching Technique 19

2.3.1 Definition of Reciprocal Teaching Technique 19

2.3.2 The Purpose of the Reciprocal Teaching Technique 22

2.3.3 The Procedures of the Reciprocal Teaching Technique 24

2.4 Related Study 27

2.5 Conceptual Framework 30

2.6 Actional Hypothesis 31

CHAPTER III RESEARCH METHODOLOGY

3.1 Location of Study 32

3.2 Subject of the Research 32

3.3 Research Design 32

3.4 Techniques of Collecting Data 34

3.5 Techniques of Data Analysis 37

CHAPTER IV DATA ANALYSIS AND RESEACRH FINDINGS

4.1 The Presentation of Data 40

4.1.1 The Quantitative Data 40

4.1.2 The Qualitative Data 43

4.2 Data Analysis 50

4.2.1 The Quantitative Data 50

4.2.2 The Qualitative Data 52

4.3 The Research Finding 53

4.5 Discussion 54

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion 56

5.2 Suggestion 57

REFERENCES 59

APPENDICES

BIOGRAPHY

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the important aspects in English that should be mastered by all of people in general and especially for all of students who wanted to get more information and deepen their knowledge. As we knew that reading can be a bridge for seeing the world. By doing reading activity, we could get so many new things. There are so many benefits that could be gotten from reading if we know the right strategy in getting reading comprehensions.

In this case, teacher had main role in making students being interest to read book. By finding appropriate strategy, it helped the teacher taught reading activity easily. If reader could comprehend the reading text, they would got so many new knowledge and new things. The goal of reading could be reached if the reader could gotten deep comprehension from the text they have red. If the students' reading just fluent, it could not be categorized as successful reading.

Unfortunately, reading is still being complicated problem in Indonesian students right now. The using strategy that teacher used in teaching reading is giving influence to students' reading comprehension directly. Almost of teacher who taught reading just focus on students' reading fluency without noted students' reading comprehension. Because of this case, almost of students being less interest in doing reading activity.

Grabe and Stoller states that reading is dynamic and complex process that implicates a service of activities such as apprehending, remembering, interpreting, differentiating, comparing, analyzing, getting up, discovering and implementing message sent over black and white language in aims to comprehend it is content. As a result of this condition, the teachers

are not pay attention in students' reading comprehension and students do not get any comprehension from the text that they have read.[1]

This problem also happened in SMA Cerdas Murni Tembung, Medan. Based on mini research and some interview that had done by researcher, the students' reading comprehension is still low. Indeed some of them are having no interest in reading activity. They thought that reading activity is really boring. Besides of that, their teacher often asked them to translate the text then read it aloud with it is translation. The teacher did not give pay attention to students' reading comprehension.

Because of having low comprehension in reading, their score become low too. It proved that if the teacher is not finding the appropriate method as soon as possible, it would give more bad impact. If teacher still could not found the method, as the other ways, they could change how the way they teach reading. For the example, the teacher could gave some motivation or explained some benefits of reading before beginning reading activity or may be teacher drew on students' prior knowledge related with the material that would be learned.

However, the writer tried to offer reciprocal teaching technique as a solution to improve students' reading comprehension of descriptive text exactly in SMA Cerdas Murni Tembung, Medan. Reciprocal teaching technique is one technique that helped students in comprehending reading text. By using active activity, it motivated students to enjoy the reading activity.

Through this technique, the writer wanted to see how far students' reading comprehension exactly descriptive text can be improved. Based on the details above, the writer took a title of this thesis is "**Improving Students' Reading Comprehension in Descriptive Text through Reciprocal Teaching Technique at First Grade of SMA Cerdas Murni Tembung, Medan**".

[1]W. Grabe and Stoller FredricaL, (2002), *Teaching and Researching Reading*, London: Pearson Education Limited.

1.2 Identification of the Problems

There are some problems that researcher found in SMA Cerdas Murni Tembung, such as:

1. Students' reading comprehension is still low.
2. Students get confused in comprehend the information of the passages.
3. Students get difficult in determining main idea of the text.

1.3 Limitation of the Problems

Based on the problems that were found in the field, the researcher restricts the problem to reach the aims of this study. This study will focus on the implementation and also improvement of reciprocal teaching technique in teaching students' reading comprehension about descriptive text at tenth grade of SMA Cerdas Murni, Tembung.

1.4 Research Problems

Based on the limitation of the problem, the problems that will be solved are:

1. How is the implementation of reciprocal teaching technique to improve students' reading comprehension at tenth grade of SMA Cerdas Murni Tembung?
2. How is the improvement of students' reading comprehension through reciprocal teaching technique at tenth grade of SMA Cerdas Murni Tembung?

1.5 Objectives of the Study

Related to the research problem above, the aim of this study are:

1. To describe the implementation of reciprocal teaching technique in improving students' reading comprehension at tenth grade of SMA Cerdas Murni Tembung.
2. To describe the improvement of students' reading comprehension after using reciprocal teaching technique at tenth grade of SMA Cerdas Murni Tembung.

1.6 Significances of the Study

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

1. Theoretically

a. This research can be used as reference or relevant study for anybody who has same interest in the same field.
b. The result of this the research will inform others about the improvement of students' reading comprehension after taught by using reciprocal teaching technique.

2. Practically

a. For researchers, the research can give practices in developing their knowledge and skill in teaching the reading comprehension exactly in reading descriptive text.
b. For teachers, the research can being as reference in choosing the appropriate technique in teaching reading comprehension especially in reading descriptive text.
c. For students, the research can be useful inputs for students in improving their reading comprehension of texts exactly in reading descriptive text.
d. For institutions, this research finding can be useful as references of writing research to the next generation who has same interest in the same field.
e. For education, this research finding is useful in adding the methods of teaching reading comprehension exactly in teaching reading comprehension.

CHAPTER II

THEORITICAL REVIEW

2.1 Students' Reading Comprehension

Reading is regarded as one of English skills that need reader's interpretation from text they read. In this case, Nuttal said that reading essentially focuses on meaning, especially delivering meaning from writer to the reader.[2] By this definition, it is mean that reading activity is one of ways to build thinking collaboratively among text, author and also reader. This conclusion is in line with Zamelman, Daniels and Hyde who defined that "….the essence of reading is a transaction between the words of an author and the mind of a reader, during which meaning are understood and constructed".[3]

Dallman stated that reading is defined as an activity which is involves the comprehension and interpretation of ideas symbolized by printed or written language.[4] While Wallace defines reading as interpreting means reacting to a written text as a piece of

[2] Christine Nuttal, (2005), *Teaching Reading Skill,* London: Macmillan Publisher, p.3.

[3] Pamela J. Farris, et al., (2004), *Teaching Reading a Balance Approach for Today's Classroom*, New York: The Mc Graw-Hill Companie, p. 320.

[4] Dallman, (1964), *The Energy Reader*, USA: Wiley Publisher. p.17

communication intent on the writer's part which the reader has some purpose in attempting to understand.[5]

Aebersold argues that reading is what happened when people look at a text and assign meaning to the written symbols in that text. The text and the reader are both necessary for the reading process to begin. Theorists postulate that in reading comprehension activity, a psycholinguist process take place. In learning every subject, students learn the activities involve reading.[6]

Other researcher, Alderson and Bachman assumed that the nature of reading separated into two, those are the process of reading and the result of that process, named product.[7] Thus, in other words, their perspective about reading activity is divided into two, the process of reading and the product of reading. In addition, they explained that "During the reading process, not only looking at print, deciphering in some sense the marks on the page 'deciding' what they 'mean' and how they relate to each other".[8] Based on the explanation above, it can be concluded reading is an ability that needs an understanding for getting meaning of the text.

The explanation above meant that while the process of reading took place, the reader could reach many speculations in their mind about the written text that they read. Meanwhile the term product, they added that the product means the understanding of particular text the reader to reach it, to put it another way.[9]

Moreover, in Islam reading is also important. Allah commanded us to study more of his creatures. It means, we obligated to look for knowledge without any reasons. One of the

---

[5] Catherine Wallace, (1992), *Critical Reading in Language Education*, London: Springer p.4.

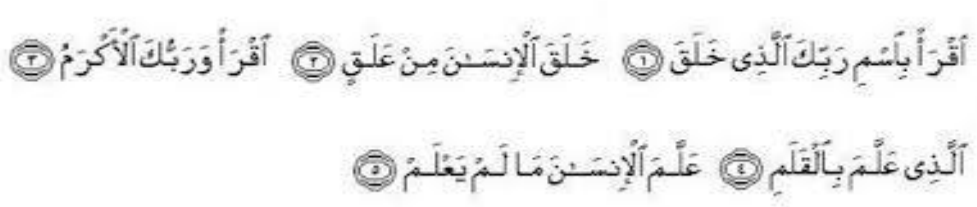
[6] Aebersold, (1997), *From Reader to Reading Teacher,* Cambridge: Cambridge University Press, p.15.

[7] J. Charles Alderson and Lyle F. Bachman, (2000), *Assessing Reading,* Cambridge, p.3.

[8] *Ibid.*

[9] *Op. Cit, p.4.*

ways to get deep comprehension is by reading. It could be seen in Holy Qur'an surah Al-Alaq verses 1-5:

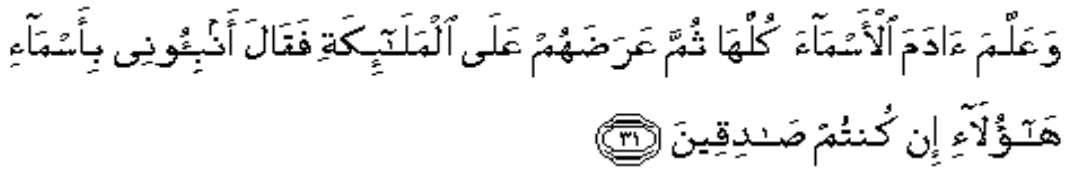

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning:

"1). Proclaim (Read!) in the name of thy Lord and Cherisher who created. 2). Created man, out of a (mere) clot of congealed blood. 3). Proclaim! And thy Lord is most beautiful. 4). He who taught (the use of) the pen. 5). Taught man which he not knew".[10]

Based on those verses, we could saw that reading is very important aspect in human's life that could help human in understanding something. Allah also taught us to read pray before we read something to make our reading activity more bless. By these verses, we concluded that Allah created something by reason and we could know it by read so many references. We could get so much new knowledge by reading. In reading something, it would not enough if we just read. It needed our deep attention to make us have a good comprehension.

Furthermore, Allah also had give brain for human being to make them thinking about what Allah had created. It is served in QS Al-Baqoroh verses 31-32:


وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنبِئُونِي بِأَسْمَاءِ
هَٰؤُلَاءِ إِن كُنتُمْ صَادِقِينَ ﴿٣١﴾

[10] Abdullah Yusuf Ali, (2004), *The Meaning of the Holy Qur'an*, 9th edition, Beltsville, Maryland: Amana Pblications, p.1671.

قَالُوا۟ سُبْحَٰنَكَ لَا عِلْمَ لَنَآ إِلَّا مَا عَلَّمْتَنَآ ۖ إِنَّكَ أَنتَ ٱلْعَلِيمُ ٱلْحَكِيمُ ﴿٣٢﴾

Meaning:

"And He taught Adam all the names, then showed them to the angels, saying: Inform Me of the names of these, if ye are truthful (31). They said: Be glorified! We have no knowledge saving that which Thou hast taught us. Lo! Thou, only Thou, art the Knower, the Wise (32). [11]

Besides that, Allah also promised that Allah would left up the ladder of the martial arts. It is according to Allah's word in QS Al-Mujadalah verses 11:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓا۟ إِذَا قِيلَ لَكُمْ تَفَسَّحُوا۟ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُوا۟ يَفْسَحِ ٱللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُوا۟ فَٱنشُزُوا۟ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Meaning:

"O you who believe! When you are told to make room in the assemblies, (spread out and) make room. Allah will give you (ample) room (from His Mercy). And when you are told to rise up [for prayers, Jihad (holy fighting in Allah's Cause), or for any other good deed], rise up. Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is Well-Acquainted with what you do."[12]

Based on verses about, it can be concluded that Allah loved a man of learning very much. Therefore Allah promised to elevate the degree of man who learns in Allah's ways.

[11] *Ibid*, P.6

[12] M. Taqiuddin Al-Hilali and M. Muhsin Khan, (1996), *The Noble Qur'an in the English Language*, Madinah: King Fahd Complex for the Printing of Holy Qur'an, p, 747.

One way that promoted learning is reading and then understanding what have read then applied it in the real life.

2.1.1 Purpose of Reading

Reading printed words has different purposes depended on the message that would be delivered by author. Reader could know and satisfy within if they read the information, as they need. It meant that the reader would have expectation of what they are going to read before them actually to do so. Grellet said that there are two main reasons for reading, they are reading for pleasure and reading for information (to find out something or in order to do something with the information you got).[13] Based on that explanation, pleasure meant that the reader reads any literary to make reader's feeling happy, otherwise reading for information meant the reader look for information that has been expected previously.

In addition, the purpose of reading according to Grabe and Stoller, it has been classified into four purposes, they are:

1. Reading to search for simple information and reading to skim

It is common reading ability, here the reader scan the text to find out a specific piece of information or a specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading comprehension and guesses the important point.

2. Reading to learn from text

It happened in academic and professional context, it also required remembering the main idea and the supporting idea, making a relation with the reader's knowledge. This activity could bring stronger inference because it is to help remember information.

3. Reading for general comprehension

[13] Francoise Grellet, (1981), *Developing Reading Skills*, Cambridge: Cambridge University Press, p.4.

It could be done by fluent readers very fast and automatically in the processing word, and effective coordination in many process of the text.

4. Reading to integrate information, write and critique text

This skill needed critical evaluation where the reader integrating and deciding the information that she/he wants. Then, it involved abilities such as composing, selecting and making critique from the material.[14]

Briefly, the purpose of reading is various. The readers have it is own purpose in achieving it. Based on those purposes, it is also necessary to look kinds of reading in which there is a relationship about the kinds of reading.

2.1.2 The Kinds of Reading

When reading print words, the reader not only pays attention the purpose of reading but also he/she knows the kinds of reading. According to Mikulecky and Jeffries, they revealed that the differences kinds of reading skill, as following:

1. Reading for pleasure

Reading for pleasure is the reader read the text whatever he/she wants. It could be fiction or nonfiction. This activity brings the reader enjoy and fun.

2. Reading comprehension skill

Reading comprehension is the activity when the reader's brain, the text and the reader's eyes can engage strongly to build a connection. Next, the condition makes the reader studies about what he/she reads and remembers about it. In this notion, Mikulecky and Jeffries divided into ten parts, they are:

a. Scanning

[14] William Grabe and Fredica L. Stoller, (2002), *Teaching and Researching Reading*, Essex: Pearson Education, p.13-14.

Scanning is the high-speed reading. The reader has information that she/he need it earlier after that she/he skip the unimportant words.

b. Previewing and predicting

Previewing means the reader look and find out information at book's cover. In this condition, the reader will have a prediction and then make some educated guess about this book.

c. Vocabulary knowledge for effective reading

The strategy if the reader does not know the meaning of vocabulary is trying to guess what it means. It can be connected by the sentence surrounding the word.

d. Topics

Finding the topics of the passage is the others strategy to read for meaning. It gives an advantages to use a question the topic the text are reading about such as what is the general idea?, what is this?

e. Topics of paragraphs

In a paragraph contains sentences that have same aspect related to the text.

f. Main ideas

The main idea of a paragraph gives the reader topic of author's idea. The expresses always appears in a complete sentence include the main idea and the topic.

g. Pattern organization

Mickulecky and Jeffries classified four common patterns while doing reading comprehension activity, they are: first, list of related ideas, sequence, comparison/contrast and cause effect.

h. Skimming

Getting the general sense of a passage or a book fast could save the reader's time.

i. Making inferences

Some reading passages do not stated the topic. Therefore, the reader has to make the inference by guessing and finding the clue.

j. Summarizing

Summarizing from the important key points is to retell of a reading text and to make shorter form. [15]

3. Thinking Skill

In thinking skill, when the reader reads an English text, he/she is forced to think English. Then, the reader must know the complexity of the text such as the length, English syntax and English semantic and or logical connection.

4. Reading Faster

By reading faster, the reader will be efficient and become more enjoyable.[16] Meanwhile, according to Harmer there are two kinds of reading related to it is purpose, those are intensive reading and extensive reading.

a. Intensive reading

The notion intensive reading, Harmer defined that the reading activity focuses on learn composition of the text which is the variants of the text depends on the purpose of the reader.[17] In other words, studying the construction of the text, which has a certain purpose by the reader, can be read intensively.

---

[15] Beatrice S. Mikulecky and Linda Jeffries, (1996), *More Reading Power,* New York: Addison-Wesley Publishing Company, p.14.

[16] *Op. Cit, p.1.*

[17] Jeremy Harmer, (2007), *How to Teach English*, Essex: Pearson Education Limited, p.99.

Nation articulated, intensive study of reading text can be a means of increasing learners' knowledge of language features and their control of reading strategies. [18]

In summary, intensive reading is reading text that needs deep attention from the reader about language features. Then, it also needs reader's critical thinking to understand it.

b. Extensive reading

Harmer explained that extensive reading refers to reading which students do often (but not exclusively) away from the classroom.[19] It means that reading activity can be done in every place beside in the class.

Moreover, Nuttal stated that extensive reading is focused on understanding in the longer text and then it can be easier because this activity can be done outside the classroom and in any kind of the literary.[20]

Then according to Nation, extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read.[21] It means that extensive reading focus on the meaning and progress of readers' understanding.

As conclusion, the readers have to decide whether they want to read as their attention on the meaning of the text or learning the language feature of the text. Thus, it will be made the reader more focus on the reading process. Moreover, before the readers are made interpretation of a text, they should know about the types of the text first

Eskey stated that comprehension is always directed and controlled by the needs and purpose of an individual and crucially depends on that individual's background knowledge.[22]

---

[18] I. S. P. Nation, (2009), *Teaching ESL/EFL Reading and Writing*, New York: Taylor and France Group, p.25.

[19] Jeremy Harmer, (2007), *How to Teach English*, Essex: Pearson Education Limited, p.99.

[20] Christine Nuttal, (2005), *Teaching Reading Skill*, London: Macmillan Publisher, p.38.

[21] I. S. P. Nation, (2009), *Teaching ESL/EFL Reading and Writing*, New York: Taylor and France Group, p.49.

[22] Neil J. Anderson, (1999), *Exploring Second Language Reading: Issues and Strategies*, Provo: Heinle and Heinle Publishers, p.38.

Paris and Hamilton stated that reading comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicative interactions among the intentions of the reader/listener, the context/situation of the interaction.[23] Thus, comprehension meant the series of action concurrently putting and building sense by using interaction and participation with the written text.

Smith and Robinson state that reading comprehension means the understanding, evaluating, and utilizing and ideas gained through an interaction between reader and author.[24]

2.2 Descriptive Text

2.2.1 Definition of Descriptive Text

There are many kinds of text that students have to be mastered in Senior High School. One of them is descriptive text. According to Anderson and Anderson, descriptive text described particular person, place and things.[25] It means that it is specific of explaining person, place or things. In addition, they stated, it is purpose is to tell about the subject by describing its feature without including personal opinions.[26]

In addition, according to Pardiyono, descriptive text gives descriptions from the living or non-living things to the reader.[27] In other words, this text can tell an object that is still alive and not. Moreover, Clouse added that descriptions gives a significant point of view because it transforms our feeling and extends our experiences.[28]

---

[23] Scott G. Paris and Ellen E. Hamilton, (2009), *The Development of Children's Reading Comprehension*, New York: Taylor and Francis Group, p.32.

[24]Nila B. Smith and H. Alan Robinson, (1980), *Reading Instruction for Todays Children*, Englewood: Cliffs, p.205.

[25] Mark Anderson and Kathy Anderson, (1998), *Text Type in English III*, Australia: Macmillan, p.26.

[26] *Ibid.*

[27] Pardiyono, (2007), *Pasti Bisa! Teaching Genre-Based Writing*, Yogyakarta: Andi Yogyakarta, p.33.

[28] Barbara Fine Clouse, (2004), *The Students' Writer*, New York: The Mc-Graw Hill Companies, p.142.

Furthermore, Wishon and Burks stated that descriptive helps the reader, through his/her imagination, to visualize a scene or a person, or to understand sensation or an emotion.[29] So it is important for making readers know and understand the real sense that is being described in descriptive text.

In sum up, descriptive text is a text which explains about the characteristic of something or someone who living or nonliving for the purpose that the reader could interpret it well.

2.2.2 The Purpose of Descriptive Text

Getting closer to the purpose of descriptive text, Fink et al said that the purpose of descriptive text is to imagine the reader by using a picture of a person, subject, or setting.[30] In conclusion, descriptive text can be explained by using picture so that the reader can visualize it.

Other purposes proposed by Barbara as following, first, to amuse, to give many impression, to understand with experience, to help for reader with the misconception subject written about, to make a fresh value for the familiar and to convince the reader about something.[31] In this way, descriptive text's aim is conveying feelings about what they described, to entertain reader and to inform information of something in detail.

2.2.3 The structure and language feature of descriptive text

---

[29] George E. Winshon and Julia M. Burks, (1980), *Let's Write English*, New York: Litton Educational Publishing, p.128.

[30] Lila Fink et.al, (1983), *Choices a Text for Writing and Reading*, New York: Little, Brown and Company Limited, p.41.

[31] Barbara Fine Clouse, (2002), *The Student Writer*, Mc. Graw-Hill Companies, p.143.

Reading text describing about person or things has a characteristic in its organizing. According to James, who classified become two aspects in a description text, they are identification and description.[32] Here are the explanations:

a. Identification

Identification introduces the thing as the first step in the beginning structure of descriptive text. Thus, in the identification section, the reader identify what is the object will appear. It is in line with Pardiyono stated that identification introducing the thing is as a first step to begin the descriptive text.[33] In short, identification is introducing the first part in this text initially. Another term of identification explained by Sudarrwati and Grace mentioned that it contains name, occupation, profession and career.[34] It means that in this part indicated and stated initial information what is being described.

b. Description

Sudarwati stated that this section explained about physical features, the personality and the way she/he dresses.[35] This part sets the description itself about any features of the object. In addition, according to Wardiman et al explained that the part of description is to describe the character.[36] It means that this part contains the real figure that the writer describes about. It is such as give brief explanation about someone or something being described.

In another side, Pardiyono proposed that language features combining descriptive text have purpose to realize the information or effective message based on the use of grammar. It works to make the idea delivers to the reader properly. The language feature included in the descriptive text as following:

---

[32] Peter James, (2006), *Real English I for Senior High School Grade X*, Jakarta: Erlangga, p.122

[33] Pardiyono, (2007), *Pasti Bisa! Teaching Genre-Based Writing*, Yogyakarta: Andi Yogyakarta, p.33.

[34] Th M. Sudarwati and Eudis Grace, (2007), *Loo Ahead an English Course for Senior High School Students Year X,* Jakarta: Erlangga, p.135.

[35] *Ibid.*

[36] Artono Wardiman et. al, (2008),*English in Focus*, Pusat Perbukuan Debdiknas, p.16

1. Phrase formation: noun, verb, adjective and adverb.
2. Tense, using present tense in giving descriptions.
3. Conjunction is to add information, to compare or to contradictory.
4. Sentence, the appropriate sentences give more information about thing being described.
5. Pronoun, to show that something is in particular.
6. Passive, sentence using passive verb is also to reveal the information.[37]

2.3 Reciprocal Teaching Technique

2.3.1 Definition of Reciprocal Teaching Technique

Oczkus states that reciprocal teaching has four main strategies that teachers and students employ together to comprehend text: predicting, questioning, clarifying and summarizing. Oezkus like to call the strategies the "Fabulous Four" strategies because students can relate to and understand these terms. Students know that when teacher refers to the fabulous four, teacher is directing their attention to a set of strategies that good readers used.[38]

Palinscar and Brown. describe reciprocal teaching is an interactive reading strategy designed to enhance the students' comprehension of expository text by integrating the processes of predicting, questioning, clarifying and summarizing during reading. These strategies may be done in any order, hence the term reciprocal. Reciprocal teaching starts as an oral dialogue among teacher, students and text. At the center of reciprocal teaching area group discussion in which teacher and student take turn as leader in discussing text.[39]

Then Janzen in Richards and Renandya state that teaching students reading strategies can help to improve students' performance of their reading comprehension. It means that facilitating students with suitable reading strategies will help students to get the gist of the

[37] *Op. Cit*, 56

[38] L.D Oczkus, (2005), *Reciprocal Teaching at Work,* International Reading Association, USA, p.14.

[39] Palinscar and Brown, (1985), *Reciprocal Teaching: Reading Education,* USA: Foundation for Literature America.

text. Students can use the reading strategies of reciprocal teaching as means to comprehend the text.[40]

Furthermore, the reciprocal teaching technique is an instruction that not only provides reading strategies but also provides an activity for students. According to Omaro and Weshah, reciprocal teaching is based on the dialogues and discussion between the learners themselves or the students and the teacher.[41] It means that reciprocal teaching gives opportunities for students to interact with students and the teacher. The interaction happens when there are dialogues and discussion in the classroom. Students will learn together in group. They will learn about the material together, share their question, negotiate and then make agreement from the discussion.

Hashey and Connors in Foster and Rotoloni say that all of students have responsibility for leading and taking role in dialogue during learning process. It will help them to make relationship with their friends. Furthermore, reciprocal teaching will decline students' misbehavior in the class, like chatting, cruelty and other activities that can disturb learning activity. Because of reciprocal teaching have a good impact in calling for students' participation, so the students will not have space to be active, talk and move in the learning process.

As stated before, students' role must exist in reciprocal teaching technique. Even though, reciprocal teaching also provides the teacher learning process. As stated by Crawford in Omari and Weshah, reciprocal teaching guarantees the active role of the teacher. The teacher takes role in discussion, investigation, cognitive and metacognitive process. The teacher will monitor, manage, control and guide students in learning.[42] The teacher will make sure that students can practice reading strategy and handle discussion. The teacher also

[40] Janzen in Richards and Renandya, (2002), *Methodology in Language Teaching an Anthology of Current Practice*, Cambridge: Cambridge University Press, p. 287.

[41] Omari and Weshah, (2010), *Using the Reciprocal Teaching Method by Teachers at Jordanian Schools*. European Journal of Social Sciences. Vol.15. No.1, p.27.

[42] *Op. Cit.* p.28.

will give feedback for students' evaluation. Appropriate support and feedback must be given to facilitate learning during reciprocal teaching activities.[43]

Stricklin states that reciprocal teaching is a strategy that makes students predict before reading and then check their predictions during reading. They stop to clarify unknown words or ideas during reading. They ask teacher question during and after reading to check for understanding and they summarizing either a page or the entire text selection after reading. Teachers have three primary responsibilities during a reciprocal teaching session, they are:

1. Before reading, activate prior knowledge of words of ideas students will encounter during reading.
2. During reading, the teacher monitors, guides, and encourages individual and groups in their use of the fabulous four (predicting, questioning, clarifying and summarizing).
3. After reading, the teacher encourages students' reflection and asks students to share strategy help them the most and why.[44]

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

2.3.2 The Purpose of the Reciprocal Teaching Technique

[43]Ozkus in Foster and Rotoloni, (2008), *Reciprocal Teaching*. Projects.coe.uga.edu/. Accessed on March 2019.p.2

[44]K. Stricklin, (2011), *Hand-on Reciprocal Teaching: A Comprehension Technique,* International Reading Association, p.620

Pallinscar and Brown stated that while students and teacher apply reciprocal teaching procedure, its purpose that the teacher prompts and shapes the students' participation by using corrective feedback.[45] It means that the teacher as guidance to maintain the activity and to give respond in the classroom correctively.

Moreover, Farris researched that careful supervision and practice will help students to master the steps in an educationally interactive dialogue.[46] In this point, students can develop their understanding the steps within the dialogue between the teacher and the students.

Furthermore, Cotterall said that firstly the strategy training allows them to gain confidence and expertise as they apply the four strategies to a variety of texts.[47] Using the reciprocal teaching technique, students could build their confidence for many kinds of texts. She also explained that the purpose of this interaction notion to engage students' attention to the meaning of the text, it could bring students to identify the kind of problem they are finding and to seek clarifications in a text. In short, by dialogue between students and the teacher will help the students concentrate and identify the text.

Meanwhile, Cotteral assumed that reciprocal teaching involves students in using the target language to debate ideas and interpretations, encouraging them to call on their knowledge of the world, their previous experiences of reading and their knowledge of L2 to help them make sense of the text.[48]

In conclusion, reciprocal teaching is technique that can help students in improving their comprehension in reading activity and also give corrective feedback used by teacher and students in dialogue cooperatively.

---

[45] Annemarie Pallinscar and Anna Brown, (1985), *Reciprocal Teaching: A Means to a Meaningful End*, Urbana-Champaign: D.C. Health and Company,p.299.

[46] Pamela J. Farris et.al, (2004), *Teaching Reading a Balance Approach for Today's Classrooms*, New York: The Mc Grew-Hill Company, p.341.

[47] Sara Cotteral, (1991), *Reciprocal Teaching: A Problem Solving Approach to Reading, Guidelines a Periodical for Classroom Language Teachers*, p.31.

[48] *Op. Cit*, p.32.

Furthermore, there are some reasons of using reciprocal teaching in improving reading. As stated before the reciprocal teaching will help students to read the text comprehensibly. According to Palinscar and Brown, reciprocal teaching method itself could be the prime reason for success. Those two experts said that reciprocal teaching involves extensive modeling of the type of comprehension fostering and comprehension-monitoring activities and forces students to respond the text. Each stage of the reciprocal teaching will lead students to read the text comprehensibly.[49]

Then Biggs et.al in Cooper and Greive also assert some reasons of using reciprocal teaching. It is said that reciprocal teaching makes the basic of effective reading comprehension visible to all students. Therefore, all students can practice and able to use the basic of effective reading comprehension (predicting, clarifying, questioning and summarizing). Reciprocal teaching also can be adapted. It can be used in many situations and purposes of reading. The reading strategies and the activity of reciprocal teaching also can be practiced by young and adult learners. Furthermore, the social nature of reciprocal teaching process makes reciprocal teaching enjoyable and age-appropriate.[50]

2.3.3 The Procedures of the Reciprocal Teaching Technique

Knowing how the process of the reciprocal teaching technique is an important point. Palinscar and Brown explained that the primary instructional technique employed to teach the four activities is an interactive dialogue in which the teacher explicitly models each of the four activities. The students follow the teacher's model by engaging in the same activities. The teacher prompts and shapes the student's participation by using corrective feedback.[51]

Furthermore, Farris stated that the steps consist of four steps as followed:

---

[49] Palinscar and Brown, (1984), *Reciprocal Teaching of Comprehension Fostering and Comprehension-Monitoring Activities*, p.168

[50] Biggs in Cooper and Greive, (2009), *The Effectiveness of the Methods of Reciprocal Teaching*, p.47.

[51] *Op. Cit*, p.300.

1. Prediction

At the beginning, students and teacher see the aspects for instance the title of the story, the introduction and headings. After that, teacher let the students activate a prior knowledge to predict about the text. The students are encouraged to speculate freely what the author's might discuss. Moreover, according to Palinscar and Brown, they illustrated that the teacher first asks the students to predict the title what might be included in the text to be read. In other words, the teacher asks initially about the title and the teacher has the students reveal predictions about it. In addition, they added, the teacher notes and refers to them as the class proceeds through the text. It can be shown when the teacher writes the students' prediction and gives a clue when the interaction.

2. Questioning

The next step students read silently in order to know the main idea of the paragraph. After reading, they formulate about the unclear section of this paragraph. Moreover, Farris stated as a check on the comprehension of what they are reading, students at that time formulate the question about the content. Here is after reading the students proposed the question about the reading passage to make sure their understanding.

3. Seeking clarification

Later, teacher and students find out the answer in the text that they feel confuse. The participations both teacher and together to seek a clarification during the group discussion is the step to ensure the reader engage with the text. In addition, Palinscar and Brown stated that these step purposes to make anything potentially confusing the text clarify. In this term unclear aspect in the text which makes students confuse was revealed for order that students could understand. The aspect when the clarifying process Farris stated both teacher and students concern about the vocabulary, unusual expressions, concepts or other information

that might be confusing. This activity concern linguistic aspect and many things related to the text.

4. Summarization

The last step is the students' focus on what is the significant part about the whole story. Here, the students pointed out the main focus of the text. Furthermore, Farris added that in this case initially teacher as a leader summarizes the text and the next explanation come from a group leader chosen involving the main part the text.[52] It means that in summarizing text, students also have important role besides the students.

Furthermore, according to Klinger et.al, the description of implementation of reciprocal teaching consists of five phase. They are the teacher demonstration, the direct instruction and guided practice, the teacher-students group, the students led groups, the students' independent use of the strategies. The descriptions of them are explained as follows:

1. Teacher Demonstration

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

2. Direct Instruction and Guided Practice

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

3. The Teacher-students Groups

[52] *Op. Cit.*, p.341.

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

4. The Students-led Groups

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

5. Students' Independent Use of the Technique

Students use the four strategies while they are reading the text and self-regulate their implementation strategies. They monitor their own comprehension. They also monitor and give feedback on their friends' comprehension through discussion.[53]

2.4 Related Study

The relevant of the study of the research are:

1. A research conducted by Kadek Suparna entitled "Improving Reading Comprehension Through reciprocal Teaching Technique to the Tenth Grade Student of SMK PGRI 4 Denpasar in Academic Year 2014" found out that reciprocal teaching technique is effective in improving students' reading comprehension. The population of this research was 3 classes of the tenth grade students of SMK PGRI 4 Denpasar. The students of class X MM 1 was selected as the subjects of the study which consists of 38 students. The subject of the study which total of 30 students were considered to be representative enough for the purpose of this study. The result findings show that students' score in post test in cycle 1 showed the increasing mean figures of 65. The mean figure obtained by the subject under study for each session in cycle 1 was much

[53] Klinger et.al. (2007), *Teaching Reading Comprehension to Students with Learning Difficulties,* New York: The Guilford Press, p.135.

higher than the result of the initial reflection or pretest. The result of the data analysis of the reflection scores obtained by the subjects under study in post test in cycle II pointed out the increasing mean figures of 83. The difference of the mean figure of cycle 1 and cycle II was 30.29.

2. A research conducted by Aditya Nugraha entitled "The Use of Reciprocal Teaching to Improve Students' Reading Comprehension at the Eighth Grade of SMP Negeri 19 Surakarta in 2007/2008 Academic Year" found that reciprocal teaching technique can help students to improve their reading comprehension in descriptive text. The population of this research was three grades namely the seventh grade, eighth grade and ninth grade. The eighth grade was selected to be sample of research. There are 40 students occupying the class, 24 girls and 16 boys. The improvement of students' reading comprehension is also supported by the result of the test score. The mean of pre test score is 5.6 and it improves to 5.8 in post test 1. Meanwhile, the mean score of post test 1 is 5.8 and it is increases up to 7.3 in final post test.
3. A research conducted by Nurulia Dwi Febriani entitled "Improving Reading Comprehension through Reciprocal Teaching Technique at the First Year of MTs Hidayatul Umam, Cinere, Depok" found that reciprocal teaching technique can improve students' reading comprehension in descriptive text. It proved by the students' mean score from pre test (55.54), the post test 1 (64.86) to the post test II (72.57). Then, in the result of percentage students who passed the KKM from the pretest only 4 students, it meant 10.81% for the percentage of the post test 1 was 32.43%, it meant there was an improvement became 12 students who passed the KKM. Moreover, the percentage of post test II was 81.08%, it described 30 students who reached the KKM. In this research, the researcher took 37 students of VII-5 class as sample.

4. A research conducted by Dian Putri Utami entitled "Using Reciprocal Teaching (RT) to Improve the Reading Comprehension of Grade VIII Students of SMP N 13 Yogyakarta" found that reciprocal teaching technique is effective in improving students' reading comprehension in descriptive text. It can be seen from the result findings. Students mean score was increase from 4.63 to 6.30. Besides that there were others aspect of students that also changed after the actions. They are: students' attitude towards reading comprehension, students' motivation towards reading activity, students' knowledge of reading strategies, students' behavior in the class and also interaction among the students. The sample of this research is the second grade at SMP N 13 Yogyakarta.
5. A research conducted by I'anatunnisa entitled "The Use of Reciprocal Teaching Method to Improve Students' Reading Comprehension" found that reciprocal teaching technique is effective in improving students' reading comprehension. It can be seen from T-Test calculating in cycle 1 is 4,77 and cycle II 4,82; T-Table with N=34 is 1,69. And also the increasing students' mean score in percentage from cycle I to the cycle II with the standardized score (the minimum of passing grade) is 75 at the cycle I is 61,76% students and 85,29% in the cycle II. The increasing of score in percentage from cycle I to cycle II is 23, 53%.

2.5 Conceptual Framework

Smith and Robinson stated that reading comprehension means the understanding, evaluating, and utilizing and ideas gained through an interaction between reader and author. By this statement, we can conclude that reading is not only read the whole text until the end. But more than that, the readers also have to comprehend the text they've read to make their understanding perfect.

In order to improve students' reading comprehension, the researcher will use reciprocal teaching technique. As stated by Cooper and Grave encouraging the early

development of students' reading comprehension can be done by teaching the primary students a metacognitive approach to reading. Then Blakey and Spance in Omari and Weshah say that the reciprocal teaching is the most effective method that develops the cognitive and metacognitive process.[54]

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

Based on the description above, it can be concluded that reciprocal teaching can help students in comprehending the text because it will develop students' metacognitive and cognitive approach through its activity. As state before that metacognitive and cognitive approach is the most appropriate way to improve students reading comprehension.

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

2.6 Actional Hypothesis

Based on the theories above, the hypothesis can be formulated as follows: Students' reading comprehension in descriptive text can be improved by using reciprocal teaching technique.

[54] *Ibid,* p.10

CHAPTER III

RESEARCH METHODOLOGY

3.1 **Location of Study**

The research conducted at SMA Cerdas Murni Tembung which was located at Jalan Beringin Pasar 7 Tembung. There were some reasons why the researchers chooses the location, they are:

a. The similar study has not been conducted in this school.
b. The location of this school is near with researchers' home.
c. The researcher wanted to give a contribution to this school in improving its students' reading comprehension exactly in reading descriptive text.

3.2 Subject of the Research

The subjects are all students of class X in academic year 2019/2020. Technical determination of the subject of research by established a classroom as research subjects totaling 34 students.

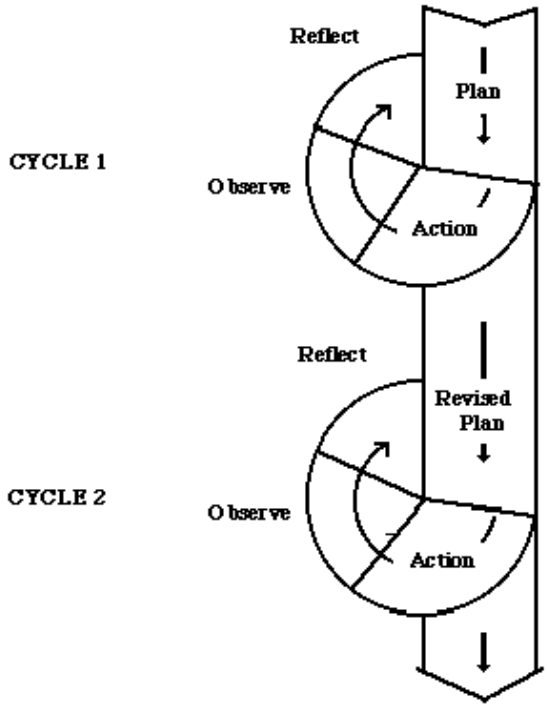
3.3 Research Design

This research used Classroom Action Research (CAR) in experimental type. According to Ary et.al classroom action research is about taking action based on research and researching the action taken.[55] Action research had been used in variety settings include schools, hospitals, health agencies and so on. It could be enhance everyday work practices, to resolve specific problems and to develop special projects and programs. Action research is based on the premise that local conditions vary widely and that the solutions for many

[55] Ary et.a, (2010), *Introduction to Research Education*. Wadsworth: Cengage Learning, p.512.

problems can't be found in generalized truth that take no account of local conditions. In this study, we focus on the use of action research in education.

This study intended in improving students' reading comprehension through reciprocal teaching technique. In term of cycle, this study planed minimally two cycles. Each cycle consist of four interconnected activities, namely: Planning (P), Action (A), Observation (O) and Reflection (R).



Based on the description of the action research by Kemmis and Mc Taggart in burns, action research is research that includes more than one cycles. In each cycle, there are a plan, an action, an observation and a reflection.[56]

In the planning stage of first cycle, the researcher had identified the problems, decided a powerful technique (Reciprocal Teaching Technique), created a lesson plan as guideline,

[56] Kemmis and Mc Taggart in Burns, (2010), *Collaborative Action Research for English Language Teacher,* Cambridge: Cambridge University Press, p.9.

preparing learning aids, prepared two kinds the observation checklist and also preparing interview sheet. In acting stage, the researcher who acted as a teacher provided the activities as being planned and the students did the activities. In observing stage, the observer who was the researcher's collaborator observed the students and the researcher, as well as took notes. In the reflection stage, both of the researcher and observer reflected on all the activities had been done and decided to conduct another cycle as a result of the reflection was not satisfactory.

In the planning stage of second cycle, the researcher had identified and mapped the reflection from the first cycle, revised the lesson plan and completed all the things which had missed in the first cycle such as text handouts, reciprocal sheet and material handouts. In the acting stage, the researcher did her duties as a facilitator, activity provider, and also a motivator. In observing stage, the observer observed the activity. In the reflection stage, the researcher reflected all the activities had been done and made decision that the result of the activities was satisfactory so that the cycle could be stopped in the second cycle.

3.4 Techniques of Collecting Data

There are two techniques that researcher used in collecting data. In this case, the researcher used qualitative technique and quantitative technique.

a. Qualitative Technique

1. Interview

Interview conducted to the students and English teacher. It did before and after done classroom action research. It applied before classroom action research to know the students' difficulties in comprehending the text when doing reading activity the

students' participation in reading comprehension activity, the problem that teacher faced in teaching reading exactly in teaching reading comprehension in genre descriptive text.

While the interview that done after classroom action research would be more focus on teacher and students' response about the learning strategy exactly about reciprocal teaching technique and it is influenced to the students' comprehension in reading descriptive text.

The interview conducted by the researcher when outside of the learning process, informally and planned. It would be setting as natural as possible without dramatization. In interview with students, the researcher took some students as sample.

2. Observation

In this case, the researcher did observation to the class directly. In this observation, the researcher observed the students' activity and participation in doing reading comprehension activity. It aimed to get the implementation of learning data. This data obtained from the result of the researcher's observation which is taken in each cycle.

3. Documents

Documents are collection of various documents relevant to the research questions, which can include students' written work, students' records and profile, course overviews, lesson plan and classroom material.[57]

b. Quantitative Technique

1. Test

[57] Jack C Richards, (2005), *Professional Development for Language Teachers Strategies for Teacher Learning*, New York: Cambridge University Press, p.181.

The researcher used test to get data result about process of reading comprehension activity. The test did in pretest and post test. The pre test completed before implementing reciprocal teaching technique. It was to evaluate students' reading comprehension at first. On the other side, the post test implemented after using reciprocal teaching technique. The form of the test is essay that consists of some questions related to the text about descriptive text. It is intended to see students' reading comprehension in descriptive text.

In doing test, the researcher controlled all the students who involve in this research. The test given by the researcher to the all students at tenth grade of SMA Cerdas Murni Tembung and they have to answer all of the questions by that time. For doing this test, there are some steps that did by researcher, such as: (1). Test would be distributed to the students, (2). Researcher gave command to all of students for doing the test in the class directly, (3) the researcher gave limitation time for doing the test, (4) then, the answer collected when time has expired, (5) and the last step is scoring students' answer.

3.5 Technique of Data Analysis

In doing data analysis, the researcher uses qualitative technique and quantitative technique.

a. Qualitative Data

In qualitative descriptive, the researcher conducted some steps by Miles and Huberman. Qualitative analysis defines as consisting of three activities: data reduction, data display and conclusion drawing. Those can be explained as follows:

1. Data reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns.

2. Data display

The second step is data display. A display is an organized, compressed, assembly of information that permits conclusion drawing and the action. In the process of the reducing and displaying the data, it was based on the formulation of the research problem.

3. Conclusion drawing

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows and propositions.[58]

b. Quantitative Data

While quantitative data obtained from observation of the implementation of classroom action research then analyzed by computing the test results of the learning outcomes in the form of a frequency distribution table. Furthermore, for doing test the hypothesis that the

[58] Matthew B. Miles and A. Michael Huberman, (2014), *Qualitative Data Analysis*, USA: SAGE Publisher, p.10.

actions proposed research conducted by analyzing the results of the first cycle to the second cycle of learning outcomes by looking at the average difference obtained by the students.

To know the students' score mean for each cycle, the research applied following formula:

$$\overline{X} = \frac{\sum x}{N}$$

Where:

$\overline{X}$ = the mean of students' score
$\sum x$ = the total score
N = the total number of students

Next, to categorize the number of master students, the researcher continued it by applied the following formula:

$$\mathbf{P = \frac{R}{T} \times 100\%}$$

Where:

P = the percentage of students who got minimum point 75
R = the number of students who got minimum point 75
T = the total of students who did test

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1 The Presentation of Data

The data in this research were taken from two techniques, they are qualitative data such as diary notes, observation sheet, documentation, interview, and quantitative data such as test and students' score while learned reading comprehension in descriptive text. The research was done at tenth grade of SMA Cerdas Murni Tembung which consists of 34 students.

The research was done in two cycles. Each cycles had four steps, they are: planning, action, observation and also reflection. The research was done in 5 meetings which in the first meeting, the researcher was done pretest, interview and mini observation. Then in the second meeting, the researcher implemented the reciprocal teaching technique and done some mini observation. Then in the third meeting, the researcher has done post test cycle I. In the fourth

meeting, after done some reflection, the researcher implemented reciprocal teaching technique again and done some sharing with students about their difficulties in learning English. Then the last meetings, the researcher has done post test and interview with some students and also teacher.

4.1.1 The Quantitative Data

The quantitative data were taken from the result which has done in two cycles. In two cycles, the researcher has five meetings which were consisted by applying four steps in classroom action research method. The writing test was given to the students in form of pre test, post test in cycle I and also post test in cycle II. The students' score was taken based on the successful characteristic of minimum in SMA Cerdas Murni Tembung. The minimum score is 75. The result of students score could be seen in table 4.1.1

No	**Initial of Students**	**Value**					
		Pre Test	**Criteria**	**Cycle I**	**Criteria**	**Cycle II**	**Criteria**
1	AF	70	Failed	**75***	**Success**	**80***	**Success**
2	ANG	55	Failed	65	Failed	70	Failed
3	AP	60	Failed	70	Failed	**75***	**Success**
4	BSY	70	Failed	**75***	**Success**	**75***	**Success**
5	BF	55	Failed	60	Failed	65	Failed
6	DAR	40	Failed	65	Failed	**75***	**Success**
7	DA	50	Failed	70	Failed	**75***	**Success**
8	DAN	**80***	**Success**	**80***	**Success**	**85***	**Success**
9	DBN	50	Failed	65	Failed	**75***	**Success**
10	EW	45	Failed	55	Failed	65	Failed
11	FHA	65	Failed	**75***	**Success**	**75***	**Success**

12	FK	75	**Success**	**80***	**Success**	**80***	**Success**
13	HN	25	Failed	50	Failed	60	Failed
14	IP	**75***	**Success**	**75***	**Success**	**80***	**Success**
15	IRP	50	Failed	70	Failed	**80***	**Success**
16	MD	15	Failed	50	Failed	55	Failed
17	MAW	**75***	**Success**	**80***	**Success**	**80***	**Success**
18	MHS	55	Failed	**75***	**Success**	**75***	**Success**
19	MWK	45	Failed	70	Failed	**75***	**Success**
20	NST	25	Failed	60	Failed	60	Failed
21	NHA	70	Failed	**75***	**Success**	**75***	**Success**
22	NIA	60	Failed	**75***	**Success**	**75***	**Success**
23	NSF	60	Failed	70	Failed	**80***	**Success**
24	RNF	60	Failed	70	Failed	**85***	**Success**
25	RP	65	Failed	**80***	**Success**	**90***	**Success**
26	RF	65	Failed	**75***	**Success**	**75***	**Success**
27	RS	65	Failed	**75***	**Success**	**80***	**Success**
28	RA	55	Failed	65	Failed	**80***	**Success**
29	SENP	**80***	**Success**	**80***	**Success**	**90***	**Success**
30	SO	20	Failed	55	Failed	55	Failed
31	SA	**75***	**Success**	**85***	**Success**	**95***	**Success**
32	SIK	70	Failed	**80***	**Success**	**80***	**Success**
33	SS	65	Failed	**75***	**Success**	**80***	**Success**
34	SH	25	Failed	45	Failed	55	Failed

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

4.1.2 The Qualitative Data

This research was conducted into two cycles and each of cycles consisted of four steps. Here are the brief explanations:

4.1.2.1 First Cycle

In this cycle, there were three meetings which were conducted to the students. First meeting was used to do pretest. A test was done before reciprocal teaching technique was implemented. The steps of this action research were:

a. Planning

In this cycle, the first preparation that researcher done was prepared lesson plan as guideline (see appendix I), question sheets for students (see appendix III and IV), interview's question for some students and English teacher in pre test and post test session (see appendix VIII and XI), prepared observation sheet (see appendix VI), prepared media as a tool to make teacher easy in delivering the material and also prepared students attendance list (see appendix X) to make sure that all of students came when the research was conducted. The researcher made the concept of lesson plan for five meetings and it would be done for forty minutes of each meeting.

b. Action

In this cycle, the researcher spread pre test to the students. It is aimed that researcher would be got the general view before implemented the reciprocal teaching technique in reading activity. This pre test was done in forty minutes in a meeting. Then in second meeting, the researcher tried to implement reciprocal teaching technique in helping students to improve students' reading comprehension.

The first thing that researcher done was explained about the learning objectives of this material. Then researcher tried to activate students' prior knowledge about descriptive text included its generic structure and how to find out main idea in the text. After that, researcher gave the example of descriptive text exactly describing place. In this case, the researcher took Toba Lake as the example. The researcher instructed the students to draw four tables. The table should be consisted of prediction, questioning, clarifying and summarization.

In the table of prediction, the researcher invited students to think whatever about Toba Lake. Then in questioning steps, the researcher instructed the students to make some questions about what they wanted to know about Toba Lake deeper. Then in the clarifying steps, the researcher asked students to find out the answer by reading the text of Toba Lake. Then the last step was the researcher instructed students to summarize about Toba Lake by using students' own language. This action was done in the second meeting.

Then in the third meeting, the researcher spread question sheet to measure how far students understood about descriptive text. This post test was done for forty minutes.

c. Observation

Based on the researcher that had done by using observation sheet, there are some result that researcher got. In this research, the researcher observed the teacher and the students. The

researcher observed that teacher had explained all of the steps in observation sheets such as: firstly, the teacher giving brainstorming by explaining the objectives of learning. Then the teacher activated students' prior knowledge about descriptive text included its generic structure. Then the teacher also commanded students to make four table of reciprocal teaching which was consisted of prediction, questioning, clarifying and summarizing. The researcher saw that students got enthusiast in this session. Then in the last meeting, teacher distributed the questions sheet and commanded students to answer it (see appendix VI).

While the researcher found out after reciprocal teaching technique was implemented to the students, they become more active and enthusiastic in following teaching and learning activity. It could be seen by students' respond in during teaching and learning activity. Almost of students also gave their paid attention to teacher's explanation about descriptive text enthusiastically. Besides that the students also followed all of the teacher's command such as make four tables as one of steps of the implementation of reciprocal teaching technique.

In the end of meeting, the students also did the teacher's instruction to make the summarization of the descriptive text. Then the researcher observed that students did the test that given by the researcher happily and enjoy (see appendix VI).

d. Reflection

The researcher has done reflection at the end of teaching and learning process in cycle I. The researcher asked students about the way researcher taught in the class. The researcher also asked students' difficulties when learned about reading comprehension exactly descriptive text. Almost of students still got confused in finding main idea and also noticed the generic structure of descriptive text (see appendix IX).

Besides that, based on researcher's observation, it could be seen that students' participation in following teaching and learning activity was got progress. This data was supported by the students' score after doing post test in cycle I. The students' mean score in pre test was 56,23 then the students' mean score in post test was 69,70. It's meant that the percentage of students who could reach KKM in pre test 17,64% meanwhile the percentage of students who reached the KKM was 50%. Based on the quantitative data, we might saw that students' score was got progress but it couldn't be reached the KKM. So the researcher thought that the second cycle was needed to complete the data.

This reflection would be home work for the researcher. Then in the second cycle, the researcher would be more focus in teaching students for finding main idea of the text and also explaining the generic structure of descriptive text more brief.

4.1.2.2 Second Cycle

The first cycle was started at the first meeting until the third meeting. In the second cycle, the researcher was expected that the students' result would be better and got progress. The second cycle was done by the researcher in order to get the better improvement of the students after got the second treatment. After got the reflection in cycle I, the researcher would be more focus in deepen students' comprehension in finding main idea and determining main idea of the text. The researcher conducted the second cycle with the same steps that had done in the first cycle as follows:

a. Planning

In this cycle, the researcher prepared lesson plan and focused in deepen students' comprehension in finding main idea of the text and determining generic structure of descriptive text. Besides that the researcher also prepared media as a tool to help teacher

in delivering the material easily. In this case, the researcher took Monumen Nasional English text. The researcher also prepared camera as documentation and private notes to note some important point during research. (See appendix II).

b. Action

After conducted the first cycle, it was expected that the students' result would be better than the first cycle. The researcher tried to do the best in teaching students and motivated them to increase their comprehension in comprehending text especially in descriptive text by using reciprocal teaching technique. The actions that had done were:

- The researcher give a little ice breaking to refresh students' mind before teaching and learning process was done.
- The researcher reviewed students' score in the first cycle and gave some comment on students' motivation to do the best in the second cycle.
- The researcher activated the students' prior knowledge about the definition of descriptive text includes its generic structure.
- The researcher explained about how the way to find out the main idea of the text.
- The researcher explained the generic structure of descriptive text by using the text entitled Monumen Nasional as the media to make students easier to understand.
- Teacher gave five minutes to students for asking everything about descriptive text. This action was done in forth meeting.
- Then in the fifth meeting, the researcher done post test in cycle II by spreading the question sheet to the students.

c. Observation

Based on the researcher that had done by using observation sheet, there are some result that researcher got. The researcher saw that students' motivation and participation in teaching and learning process was increased. It could be proven by students who begun to speak up when they did not understand yet about the material. It was meant that students begun interest in learning reading comprehension exactly descriptive text.

Besides that the students also looked enthusiastic in doing post test in cycle II. It could be proven by the class' condition being more composed in doing post test in cycle II than pre test in cycle I. It is indicated that almost students have understood about the text. So they were not made noise or disturbed their friends (see appendix VII).

While for the teacher, the researcher observed that teacher explained about descriptive text deeper. In this case, teacher would more focus on found out main idea and determined the generic structure of descriptive text. This activity done based on students' answer in interview session. They said that they still got confused in finding main idea of the text and also determining the generic structure of descriptive text (see appendix VII).

d. Reflection

In this phase, the feedback of teaching and learning process was taken from the result of the observation and also test that has done. As the observation and result of test, the researcher concluded some points as follows:

- The researcher could be helped students to improve their reading comprehension in descriptive text through Reciprocal Teaching technique.

This conclusion based on the observation sheet that showed students' progress in every meeting. Well from students' motivation, participation, enthusiastic indeed students score in each test. This data also supported by the qualitative data exactly interview with some students (see appendix IX).

- The improvement of students' score could be seen in the result of every test. At the pre test, there were about 17,64% who passed the minimum score. Then in the post test in cycle I, there were 50% who passed the minimum score and then in the cycle II, there were 76,47% who passed the minimum score. The increasing percentage of students that had comprehended text in descriptive text indicated that Reciprocal Teaching technique is effective in improving students reading comprehension. Because of the KKM have passed, so the researcher argued that the further research was not needed.

4.2 Data Analysis

There are two techniques that researcher did in analyzing the data, they are:

4.2.1 The Quantitative Data

In this research, the indicator of successful of students' reading comprehension in descriptive text was if 75% of students had got minimum score 75. The score was taken based on the successful characteristic of minimum.

The researcher gave test to the students in the end of each cycle. It was found that the mean of students' score was kept improving from the pre test until the post test in cycle II. In the pre test, the total score of students was 1915 and the number of students who took the test was 34. So the mean of the students was:

$$\overline{X} = \frac{1915}{34} = 56{,}23$$

In the post test in cycle I, the total score of students was 2370 and the number of students who took the test was 34. So the mean of the students was:

$\overline{X} = \frac{2370}{34} = 69{,}70$

In the post test of cycle II, the total score of students was 2555 and the number of students who took the test was 34. So the mean of the students was:

$\overline{X} = \frac{2555}{34} = 75{,}14$

The number of the master students was calculated as follows:

$P = \frac{R}{T}$ x 100%

$P1 = \frac{6}{34}$ x 100% = 17,64%

$P2 = \frac{17}{34}$ x 100% = 50%

$P3 = \frac{26}{34}$ x 100% = 76,47%

Where:

R = the number of students who mastering

P1 = the percentage of master students in pre test

P2 = the percentage of master students in post test of the first cycle

P3 = the percentage of master students in post test of the second cycle

T = the total of the students who took the test

Table 4.2.1 the Percentage of Students' Reading Comprehension in Descriptive Text

Meeting		Students who get up to 75	Percentage
Pre Test	I	11	17,64%
Cycle I	III	17	50%
Cycle II	V	26	76,47%

Based on the table above, the result showed the improvement of students' score from the pre test to post test in the cycle II. In the pre test, the students who got up 75 were only 6 students of 34 students (17,64%). In the post test of cycle I, the students who got up 75 were

17 students of 34 students (50%). It means that there was improvement about 32,36%. Then in the post test of cycle II, the students who got up 75 were 26 students of 34 students (76,47%). The improvement was about 26,47%. The total improvement of the students score from pretest to post test of cycle II was 58,83%.

4.2.2 The Qualitative Data

In this research, the qualitative data were collected from interview, observation and documents. Here are the brief explanations of those data.

Based on the interview that done by the researcher in the pre test and post test, the students' attention became increased. In pre test, students said that they got difficulties in comprehending English text. The method used by their English teacher in teaching English was monotonous. Then after the researcher implemented reciprocal teaching technique, the students gave good respond. They said that their English understanding became increased exactly in reading comprehension activity (see appendix IX). Besides that, the teacher also gave good respond indeed he said thanks to the researcher for introducing a new technique in teaching reading comprehension activity (see appendix VIII).

Besides that, the result of observation sheet also showed that students became more active in following the learning process. It could be seen by the students' enthusiastic in doing the researcher's instruction (see appendix VI). The student also became braver in reading English text and making conclusion of the text by using their own language. Then by implementing this technique, the researcher also saw that students had high self motivated and self confident in their selves.

4.3 The Research Finding

There are some research findings that researcher found in the research. The finding would be served quantitatively and qualitatively.

4.3.1 Quantitative Findings

The result indicated that there was an improvement on the students' reading comprehension in descriptive text through Reciprocal Teaching technique. After collected the data, the mean of pre test was still low (56,23). After Reciprocal Teaching technique was implemented in cycle I, the result of post test had increased from pre test (69,70). However, in cycle I, there were still some difficulties of the students in understanding descriptive test deeply. So it was need the second cycle to make students' understanding better. Based on the reflection that done in the first cycle, the students' still got difficult in finding out main idea of the text and also determining the generic structure of descriptive text.

Then after giving the action in cycle II, the result of post test had increased from cycle I (75,14). It was indicated that Reciprocal Teaching technique was effective in improving students' reading comprehension in descriptive text.

4.3.2 Qualitative Finding

The qualitative data was taken from interview, observation and documentation during the research. Based on the researcher's experiences in conducting field experiment research in SMA Cerdas Murni Tembung, the difficulties that students faced in reading activity were lack of self motivation from the students, the difficult word that they could not understood, their ignorance in finding main idea of the text and also their ignorance in determining the generic structure of descriptive text. Moreover, Reciprocal Teaching technique had helped them in comprehending descriptive text easier.

4.4 Discussion

The research was conducted to find out the improvement of students' reading comprehension in descriptive text through Reciprocal Teaching technique. This technique was one many techniques that could be used by researcher in teaching English exactly in reading comprehension activity.

Reciprocal Teaching technique is an effective way for students in teaching and learning activity especially in English subject. Based on the statement of Janzen in Richards and Renandya, through Reciprocal Teaching technique, students' would be more active and it could be built students' critical thinking. Because almost of the steps involved students in learning. So the researcher only served as the facilitator in the classroom.

Based on the qualitative data, it was taken from the result of observation and interview. It was found that after Reciprocal Teaching technique implemented, the students became more active and enthusiastic in teaching and learning process. By this condition, the students' score in doing test got progress. It could be proven from the result of the students' score and it achieved the minimum score (KKM). It indicated that the implementation of Reciprocal Teaching technique could help the students in comprehending descriptive text.

Based on the explanation above, it could be concluded that the implementation of Reciprocal Teaching technique could help students to improve their reading comprehension in descriptive text. It could be seen from the quantitative data which students got progress in every test: pre-test, post test cycle I and post test cycle II. The other proof could be seen in qualitative data that had been collected. The result of research showed that students became more active, enjoy and enthusiastic when followed teaching and learning process after Reciprocal Teaching technique was implemented.

This findings also supported by the research findings that found by the other researcher such as Kadek Suparna, Aditya Nugraha, Nurulia Dwi Febriani, Dian Putri Utami and I'anatunnisa which I have put on the related study. All of the researchers researched in the same field and all of them found that reciprocal teaching technique is effective in improving students' reading comprehension. It could be seen from students' score in every test and also students' enthusiastic in every lesson.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provided the presentation of conclusions and suggestions on the implementation of Reciprocal Teaching technique in improving students' reading comprehension in descriptive text.

5.1 Conclusions

Based on the research, there are some conclusions that could be gotten by the researcher. The conclusion would be served qualitatively and quantitatively. The technique that applied is Classroom Action Research. In Classroom Action Research, the researcher

used some steps to collect data. Firstly, the researcher explained the objectives of study about descriptive text. Then, researcher tried to activate student's prior knowledge about descriptive text by asking students about the definition and generic structure of descriptive text. Then researcher gave a paper sheet contained of four tables in reciprocal teaching and some questions related to the descriptive text exactly describing place. While the students did the task, researcher explained about the ways in doing test by using reciprocal teaching. After students finished in doing task, then researcher gave score.

Based on the result of research findings and discussion, it could be concluded that students' reading comprehension in descriptive text in the tenth grade of SMA Cerdas Murni Tembung could be improved by using Reciprocal Teaching technique. It can be seen from the quantitative data. The mean of the students' score in pre test cycle I was still low (56,23). After the researcher implemented the technique, then the mean of the students' score in post test cycle I increased from post test (56,23). After the researcher gave the next treatment, the students' score in post test II increased significantly from cycle I (75,14).

Then students' enthusiastic in following teaching and learning process also became improved. It could be seen in qualitative data. However, in cycle I, the students still got difficult in comprehending the texts. So it needed to do cycle II to help students in comprehending text deeper. The difficulties that students faced are understood the difficult words, found out main idea of the text and also made summarization by using their own word. In this case, the researcher saw that students began to enjoy in learning the material. Besides that, based on researcher's observation, the students' motivation and enthusiastic in following teaching and learning process also became increased.

5.2 Suggestions

Based on the research findings and discussion, the following suggestions that researcher addressed for:

1. The teachers

   Considering that Reciprocal Teaching technique could improved students' reading comprehension in descriptive text. It is recommended that English teacher implemented the technique in English class exactly reading activity to help students in comprehending text deeper.

2. The students

   The idea Reciprocal Teaching technique in this study enabled the students to improve their reading comprehension in descriptive text exactly in English text. Because the technique offered the simple ways in comprehending text, so the technique would helped students in comprehending text deeper.

3. The future researcher

   This study could be added references for future researcher who had some field to be studied.

REFERENCES

Ali, Abdullah Yusuf. 2004. *The Meaning of the Holy Qur'an*. 9th edition. Beltsville, Maryland: Amana Publications.

Aebersold. 1997. *From Reader to Reading Teacher.* Cambridge: Cambridge University Press.

Alderson, J. Charles and Lyle F. Bachman. 2000. *Assessing Reading.* Cambridge: Cambridge University Press.

Al-Hilali, M. Taqiuddin and M. Muhsin Khan. 1996. *The Noble Qur'an in the English Language*. Madinah: King Fahd Complex for the Printing of Holy Qur'an.

Anderson, Mark and Kathy Anderson. 1998. *Text Type in English III*. Australia: Macmillan.

Anderson, Neil J. 1999. *Exploring Second Language Reading: Issues and Strategies*. Provo: Heinle and Heinle Publishers.

Ary et.al. 2010. *Introduction to Research Education*. Wadsworth: Cengage Learning.

Biggs in Cooper and Greive. 2009. *The Effectiveness of the Methods of Reciprocal Teaching.*

Burns. 2010. *Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press.

Clouse, Barbara Fine. 2004. *The Students' Writer*. New York: The Mc-Graw Hill Companies.

Cotteral, Sara. 1991. *Reciprocal Teaching: A Problem Solving Approach to Reading, Guidelines a Periodical for Classroom Language Teachers*.

Dallman. 1964. *The Energy Reader*. USA: Wiley Publisher.

Farris, Pamela J. et.al. 2004. *Teaching Reading a Balance Approach for Today's Classrooms.* New York: The Mc Grew-Hill Company.

Fink, Lila et.al. 1983. *Choices a Text for Writing and Reading*. New York: Little, Brown and Limited.

Foster and Rotoloni. 2008. *Reciprocal Teaching*. Projects.coe.uga.edu/. Accessed on March 2019.

Grabe, W. and Stoller Fredrica L. 2002. *Teaching and Researching Reading.* London: Pearson Education Limited.

Grellet, Francoise. 1981. *Developing Reading Skills.* Cambridge: Cambridge University Press.

Harmer, Jeremy. 2007. *How to Teach English*. Essex: Pearson Education Limited.

James, Peter. 2006. *Real English I for Senior High School Grade X*. Jakarta: Erlangga.

Kemmis and Mc Taggart in Burns. 2010. *Collaborative Action Research for English Language Teacher.* Cambridge: Cambridge University Press.

Klinger et.al. 2007. Teaching Reading Comprehension to Students with Learning Difficulties. New York: The Guilford Press.

Mikulecky, Beatrice S. and Linda Jeffries. 1996. More Reading Power. New York: Addison-Wesley Publishing Company.

Miles, Matthew B. and A. Michael Huberman. 2014. *Qualitative Data Analysis*. USA: SAGE Publisher.

Nation, I. S. P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Taylor and France Group.

Nuttal, Christine. 2005. *Teaching Reading Skill.* London: Macmillan Publisher.

Oczkus, L.D. 2005. *Reciprocal Teaching at Work.* International Reading Association, USA.

Omari and Weshah. 2010. *Using the Reciprocal Teaching Method by Teachers at Jordanian Schools*. European Journal of Social Sciences. Vol.15. No.1

Palinscar and Brown. 1984. *Reciprocal Teaching of Comprehension Fostering and Comprehension-Monitoring Activities*.

Palinscar and Brown. 1985. *Reciprocal Teaching: Reading Education.* USA: Foundation for Literature America.

Pallinscar, Annemarie and Anna Brown. 1985. *Reciprocal Teaching: A Means to a Meaningful End*. Urbana-Champaign: D.C. Health and Company.

Pardiyono. 2007. *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: Andi Yogyakarta.

Paris, Scott G. and Ellen E. Hamilton. 2009). *The Development of Children's Reading Comprehension.* New York: Taylor and Francis Group.

Richards and Renandya. 2002. *Methodology in Language Teaching an Anthology of Current Practice*. Cambridge: Cambridge University Press.

Richards, Jack C. 2005. *Professional Development for Language Teachers Strategies for Teacher Learning.* New York: Cambridge University Press.

Smith, Nila B. Smith and H. Alan Robinson. 1980. *Reading Instruction for Todays Children.* Englewood: Cliffs.

Stricklin, K. 2011. *Hand-on Reciprocal Teaching: A Comprehension Technique*. International Reading Association.

Sudarwati, Th M. and Eudis Grace. 2007. *Loo Ahead an English Course for Senior High School Students Year X*. Jakarta: Erlangga.

Wallace, Catherine. 1992. *Critical Reading in Language Education*. London: Springer.
Wardiman, Artono et. al.2008. *English in Focus.* Pusat Perbukuan Debdiknas.

Winshon, George E. Winshon and Julia M. Burks. 1980. *Let's Write English*. New York: Litton Educational Publishing.

APPENDIX I

LESSON PLAN CYCLE I

Name of school	: SMA CERDAS MURNI TEMBUNG
Subject	: English
Class/semester	: X/1
Theme	: Descriptive Text (Place)
Aspect/ Skill	: Reading
Time	: 2 x 40 minutes

A. Core Competency

KI 1 : Live and practice the teachings of the religion adhered.

KI 2 : Live and practice honest behavior, discipline, responsibility, caring (mutual, tolerant, peaceful) polite, responsive and pro-active attitude and showing as part of the solution of various problems in interacting effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in the Association world.

KI 3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and civilization related causes of phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

KI 4 : Cultivate and present in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, and be able to use the method according to academic rules.

B. Competency Achievement Indicator

1. Identifying main idea in descriptive text
2. Identifying supporting details in descriptive text
3. Identifying factual information in descriptive text
4. Know information that are in descriptive text
5. Determines meaning in descriptive text

C. Purpose of Learning

1. Students are able to identify main idea in descriptive text
2. Students are able to identify supporting details in descriptive text
3. Students are able to identify factual information in descriptive text
4. Students are able to know the information that are in descriptive text
5. Students are able to determines meaning in descriptive text

D. Expected Students Character

- Self confidence
- Respect and perseverance
- Creative
- Cooperation
- Responsibility
- Religious

E. Learning Materials

a. Descriptive text is a text that describes particular person, place and things.
b. The purpose of descriptive text is to tell about the subject by describing its feature without including personal opinions.
c. Generic structure of descriptive text is: identification and description.

F. Learning Method

Reciprocal Teaching Technique.

G. Learning Activity :

First meeting:

Activity	**Activity Description**	**Time**
Opening	**Greeting** Greet students Checking students' attendance Asking the previous material have learned Teacher explain the purpose of material would be learned	10 minutes

Main activities	**Exploration** and **Elaboration** Teacher asks the students about descriptive text. Teacher explains about the generic structure of descriptive text. Teacher asks students to see the title of the story, the introduction and the headings. Teacher asks students activate a prior knowledge to predict about the text. Students see the title of the story. Students activate their prior knowledge related to the title. **Confirmation** Students read the text silently.	60 minutes
Closing	Students formulate the unclear section of the paragraph. Students formulate the question about the content. Teacher end the meeting. Teacher concluded the lesson by saying salam.	10 minutes

Second meeting:

Activity	**Activity description**	**Time**
Opening	**Greeting** Greet students Checking students' attendance Asking the previous material have learned Teacher explain the purpose of material would be learned	10 minutes
Main Activities	**Exploration and Elaboration** Teacher asks students to find out the answer of the text that they feel confuse. Teacher and students seek clarification.	60 minutes

	Teacher give text untitled Borobudur temple. Teacher asks students to clarify their prior knowledge by reading the text. Teacher asks students to find out their answer based on the text. Teacher command students to summarize the text and explain it by own word. Teacher gives question sheet and each student must do it individually. **Confirmation** Students do test given by teacher. Teacher gives 20 minutes for doing the test. Teacher command students for collecting the answer sheet.	
Closing	Teacher asking students' difficulties in learning Teacher and students do reflection by re-asking what they learned earlier, whether the student understands about descriptive text. Teacher end the meeting by saying salam.	10 minutes

H. Learning Sources:

Source : Book

Tool: White board, board marker, eraser, pen, paper/notebook and workbook.

I. Evaluation:

a. Technique : written text

b. Instrument form : Pre test and post test

Medan, August 2019

Mengetahui,

Kepala SMA Cerdas Murni Tembung	**Guru Pamong**
Ibrahim Arbi, S.Ag, S.Pd.I	**Drs. Amrin**

Researcher

Nurul Ihya Mawadatul Akmal

NIM. 34154175

APPENDIX II

LESSON PLAN CYCLE II

Name of school	: SMA CERDAS MURNI TEMBUNG
Subject	: English
Class/semester	: X/1
Theme	: Descriptive Text (Place)
Aspect/ Skill	: Reading
Time	: 2 x 40 minutes

A. Core Competency

KI 1 : Live and practice the teachings of the religion adhered.

KI 2 : Live and practice honest behavior, discipline, responsibility, caring (mutual, tolerant, peaceful) polite, responsive and pro-active attitude and showing as part of the solution of various problems in interacting effectively with the social and

natural environments as well as in putting yourself as a reflection of the nation in the Association world.

KI 3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and civilization related causes of phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

KI 4 : Cultivate and present in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, and be able to use the method according to academic rules.

B. Competency Achievement Indicator

1. Identifying main idea in descriptive text
2. Identifying supporting details in descriptive text
3. Identifying factual information in descriptive text
4. Know information that are in descriptive text
5. Determines meaning in descriptive text

C. Purpose of Learning

1. Students are able to identify main idea in descriptive text
2. Students are able to identify supporting details in descriptive text
3. Students are able to identify factual information in descriptive text
4. Students are able to know the information that are in descriptive text
5. Students are able to determines meaning in descriptive text

D. Expected Students Character

- Self confidence
- Respect and perseverance
- Creative
- Cooperation
- Responsibility
- Religious

E. Learning Materials

a. Descriptive text is a text that describes particular person, place and things.

b. The purpose of descriptive text is to tell about the subject by describing its feature without including personal opinions.
c. Generic structure of descriptive text is: identification and description.

F. Learning Method

Reciprocal Teaching Technique.

G. Learning Activity :

First meeting:

Activity	**Activity Description**	**Time**
Opening	**Greeting** Greet students Checking students' attendance Asking the previous material have learned Teacher explain the purpose of material would be learned	10 minutes
Main activities	**Exploration** and **Elaboration** Teacher asks the students about descriptive text. Teacher explains about the generic structure of descriptive text. Teacher asks students to see the title of the story, the introduction and the headings. Teacher asks students activate a prior knowledge to predict about the text. Students see the title of the story. Students activate their prior knowledge related to the title. **Confirmation** Students read the text silently.	60 minutes
Closing	Students formulate the unclear section of the paragraph. Students formulate the question about the content. Teacher end the meeting. Teacher concluded the lesson by saying salam.	10 minutes

Second meeting:

Activity	Activity description	Time
Opening	**Greeting** Greet students Checking students' attendance Asking the previous material have learned Teacher explain the purpose of material would be learned	10 minutes
Main Activities	**Exploration and Elaboration** Teacher asks students to find out the answer of the text that they feel confuse. Teacher and students seek clarification. Teacher give text untitled Borobudur temple. Teacher asks students to clarify their prior knowledge by reading the text. Teacher asks students to find out their answer based on the text. Teacher command students to summarize the text and explain it by own word. Teacher gives question sheet and each student must do it individually. **Confirmation** Students do test given by teacher. Teacher gives 20 minutes for doing the test. Teacher command students for collecting the answer sheet.	60 minutes
Closing	Teacher asking students' difficulties in learning	10 minutes

	Teacher and students do reflection by re-asking what they learned earlier, whether the student understands about descriptive text. Teacher end the meeting by saying salam.	

H. Learning Sources:

Source : Book

Tool: White board, board marker, eraser, pen, paper/notebook and workbook.

I. Evaluation:

c. Technique : written text

d. Instrument form : Pre test and post test

Medan, August 2019

Mengetahui,

Kepala SMA Cerdas Murni Tembung **Guru Pamong**

Ibrahim Arbi, S.Ag, S.Pd.I **Drs. Amrin**

Researcher

Nurul Ihya Mawadatul Akmal

NIM. 34154175

APPENDIX III

PRE TEST CYCLE I

Name :

Class :

Subject :

Time : 40 minutes

Essay!

Activity 1

Read the text carefully!

SAN FRANCISCO

San Francisco is my favorite city in the United States. It is beautiful, clean, not too big and it has something for everybody. I love the streets and buildings in San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side.

One of my favorite things to do in San Francisco is to ride the table car. It takes you to the most parts of the city. It's not a very comfortable ride, but it's exciting and the views you get from the car are wonderful.

And I like the weather in San Francisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and sky is always blue. It rains quite a lot in the winter, but it never gets very cold.

Another thing I enjoy about the city is the restaurants. The seafood restaurants, with crabs and lobster, are my favorites. You can also get great Chinese, Japanese, American and European food in San Francisco.

Adapted from http://upload.wikimedia.org

Task 1

Answer the questions below!

1. What kind of the text is?
2. What is the purpose of the text?
3. What is the main idea of the text?
4. What is the generic structure of the text?
5. Where do we find the table car?
6. What does the third paragraph tell about?
7. "It takes you to the most parts of city." (line 7)
   What does the underlined word refer to?
8. What does the second paragraph tell about?
9. "The seafood restaurants, with crabs and lobster, are my favorites." (line 18)
   The synonym of word 'favorite' is……
10. Conclude the text above by using your own language!

Activity 2

ENGLAND

England is one of countries located in Europe that has four seasons. They are winter, spring, summer and autumn. Description In winter, we can find snow every where. It is always very cool. The temperature can be lower than 0^0 C. You should wear jacket if you want to go out. We usually have winter from December to February. After winter, we have spring from March to May. The snow melts down. It is the time when trees and plants start to grow their leaves. The temperature is warmer than before, we also have a lot of rain. Then, it is summer! We have summer from June to August.

The sun shine very bright and it is a holiday time. We finish out school and we can play all day or travel to another place. We usually visit our relatives in difference city. It is sometime very hot and people go to the beach or swimming pool. Autumn comes after summer. We have autumn from September to November. The live on the trees go brown then they fall of. We like playing with falling leaves in our garden. It is very beautiful. We are sure that people like to visit England in autumn.

Task 2

Check your comprehension!!

Read the following statement! Are they true or false? Correct the statement if they are false!

1. England is located in Europe. ( )

2. There are four seasons in England. ( )

3. Winter happen in June to August. ( )

4. In winter, the temperature is upper than 0o C. ( )

5. Spring start in February. ( )

6. The weather in summer is hot. ( )

7. Autumn happen form September to November. ( )

8. The leave turn brown in spring. ( )

9. In summer, people go to the beach and swimming pool. ( )

10. The leaves on the trees grow in autumn. ( )

APPENDIX IV

POST TEST CYCLE I

Name :

Class :

Subject :

Time : 40 minutes

Essay!

Reading activity 1

Read the text below carefully!

LAKE TOBA

Lake Toba is an area of 1,707 km², we can say that this is 1,000 km² bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Pulau Samosir or Samosir Island, The Island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass; a road bridge crosses the cutting. Samosir island is the cultural centre of the Batak tribe, the indigenous from North Sumatra.

By the eruption of a super volcano (Mount Toba) was estimated to have caused mass death and extinction of several species of living creatures. The eruption of Mount Toba has led to changes in the earth's weather and the start into the ice age that affects the world civilization.

Lake Toba is actually more like a sea than a lake considering its size. Therefore, the Lake placed as the largest lake in Southeast Asia and the second largest in the world after Lake Victoria in Africa. Lake Toba is also includes the deepest lake in the world, which is approximately 450 meters.

Answer the question below!

Prediction	I think/predict the text will be about……..
Clarification	Identify words that are difficult to understand: Identify sentences that need clarifying:
Questioning	What…. Who… When… Where… Why… How…
Summarization	From the text, we conclude that……

	Based on the text, the summarization is…..

Task 2

1. What kind of the text is?
2. What is the purpose of the text?
3. What is the main idea of the text?
4. What is the generic structure of the text?
5. What does the third paragraph tell about?
6. "It is probably the largest resurgent caldera on Earth." (line 2)
   What does the underlined word refer to?
7. What does the second paragraph tell about?
8. What is the name of the first largest Lake in Africa?
9. What is the name of island that located in the middle of Lake Toba?
10. Conclude the text above by using your own language!

Reading activity 2

Read the text below carefully!

WISATA BAHARI LAMONGAN (WBL)

Lamongan Marine Tourism (WBL) is available with its unique, the result of combination between natural aspects, cultures, and architecture, which is global, taste but still maintain local trademark.

WBL is a balancing towards some tourism places that have exist before like Tanjung Kodok and Maharani cave. It is located in north coast of Java, in Paciran, Lamongan regency, East Java. It is on 17 hectares field and supported by some facilities, which are ready to please the guest with one stop service concept.

Besides readily means tourism greet your visit start at 09.00 AM up to beating 17.00 PM, frontage of main gate also has available souvenirs shop with its luxury design, presenting various first products, fish market, fruit and vegetable. This tourism object also present opened to dish market start to beat 09.00 AM up to beating 21.00 PM. Various facility which showed maritime tourism of Lamongan for example: Cat House, Video game, Hospital Of Ghost, Samba Jet Propulsion, Mini Of Train, Drive Arena, Go-kart, Motor Cross, Gallery Of Ship And Cockle, Tagada, Adolescent Playground, Space Shuttle, Swimming Pool Of Brine, Swimming Pool Of Freshwater, Bumper Boat, Banana Boat, Ski Jet Propulsion, Long Boat, Texas City and Indiana Camp, Agility Arena, Cinema 3D, Palace of Under Sea, Samba Balloon, Mini Of Columbus, Shoot Water, Kiddy Ride, Insect Cave, Piratical Den, Glass Planet, Bumper Car, World Irrigate, Water Boom, Happy Podium, Remote Boat, etc.
There are also the others object in WBL Foreland of Cape Frog.

Beach Resort covering Cottage and Hotel. Finally, this local object has international level build using modern management of PT Bumi Lamongan Sejati representing two companies between governance of Lamongan Regency with PT Bunga Wangsa Sejati which have succeeded to build and develop Jatim Park in Batu. Nowadays, Tanjung Kodok has new trademark by the name of Maritime tourism of Lamongan "WBL of Tanjung Kodok Or Jatim Park II".

This tourism object has own background of coastal nature, keen stone like the frog which ever used as a place of astronomical symptom research sun eclipse totalize by NASA of Federal America. Nowadays, the location has been built on a large scale and professional using maritime concept tourism like in Ancol Jakarta, Singapura and Japan Coast.

This tourism area also close to gold diligence centre, painting on cloth and embroidery in glorious countryside, Sendang and Sendang Dhuwur and also the center of fish landing of East Java in Brondong port.

Adapted from: https://www.eastjava.com/tourism/lamongan/marine-tourism.html

Task 3

Check your comprehension!!

Read the following statement! Are they true or false? Correct the statement if they are false!

1. Wisata Bahari Lamongan is located in north coast of Java. ( )
2. The building concept of WBL is like in Ancol Jakarta, Singapura and Japan Coast. ( )
3. WBL is near with the center of fish landing in Brondong port. ( )
4. Tanjung Kodok has new trademark by the name of Maritime tourism of Lamongan. ( )
5. WBL is on 18 hectares field. ( )
6. WBL is combination from natural aspects, cultures, and architecture. ( )
7. There are so many facilities provided by WBL. ( )
8. WBL start to open from 10.00 AM to 17.00 PM. ( )
9. WBL is using modern management of PT Bumi Lamongan Sejati. ( )
10. We can find hospital ghost in WBL. ( )

APPENDIX V

POST TEST CYCLE II

Name :

Class :

Subject :

Time : 40 minutes

Essay!

Reading activity 1

Read the text below carefully!

NATIONAL MONUMENT

National Monument or popularly called as Monas or obelisk monument is memorial tower which is shaped as torch flame towering to the sky. The height is about 132 meters. While its crock is 17 meters from the ground and the width of its yard is 45 x 45 meters

square. Monas stands very solid covered with white paint on its body and gold colors that light up on its top.

It was built to commemorate the resistance and struggle of the people of Indonesia to gain independence from Dutch colonialism. National monument construction was began on17th August, 1961 in the reign of the first Indonesian president, Sukarno. It was Completed and opened to the public on 12th July, 1975. This monument is crowned by flame which is covered by 35 kilogram of pure gold. The flames are placed on the top of the monument symbolized as the spirit of the fiery Indonesian struggle. We can see the beauty of the Monument national in the middle of Merdeka court, Central Jakarta.

Task 1

Answer the question below!

Prediction	I think/predict the text will be about……..
Clarification	Identify words that are difficult t to understand: Identify sentences that need clarifying:
Questioning	What…. Who… When… Where… Why… How…
Summarization	From the text, we conclude that…… Based on the text, the summarization is…..

Task 2

11. What kind of the text is?
12. What is the purpose of the text?
13. What is the main idea of the text?

14. What is the generic structure of the text?
15. What does the second paragraph tell about?
16. "It was Completed and opened to the public on 12th July, 1975." (line 9)
    What does the underlined word refer to?
17. How many kilograms pure gold that covered National Monument?
18. What does the first paragraph tell about?
19. When National Monument construction was began?
20. Conclude the text above by using your own language!

Reading Activity 2

Read the text below carefully!

PARANGTRITIS BEACH

One of the attractive beaches near Yogyakarta is Parangtritis. It is located about 27 km. from Yogyakarta, Parangtritis may be reached in two ways, through Kretek Village or the longer one but more well - established road through Imogiri and Siluk Village. Parangtritis Beach is a lovely beach with many impressing phenomena, naturally and supra naturally. The waves regularly bring in new wood and bamboo, washing ashore from another nearby beach probably. Some wood is picked and taken away by locals to be used for their own house. Parangtritis is an enchanting sloping beach combined with rocky hills, dunes, and a white sandy beach. Besides being famous as a recreational spot, Parangtritis is also a sacred place. Many people come to the beach to do meditation. Up to now, this area is remaining functioned as the place to perform the traditional ceremony called labuhan. Many hotels and restaurants are available for sunbathe lovers.

It is said that the name of Parangtritis is expresses a natural phenomenon. From the wall of one of the hills drops off water containing calcium continuously dripped down and finally formed a pool with very clear water in it. Sri Sultan Hamengku Buwono Vll found and took care of it. The pool is now used as the bathing pool of Parangtritis swimming pool.

Meanwhile, the sunset at any point of Parangtritis beach brings a touch of wonderful and amazing as well. The magical atmosphere of the rough waves appears to as all hearts into disposing of all bustles and lead into deep musing

Adapted from: http://www.indonesia-tourism.com/yogyakarta/parangtritis-beach

Task 3

Check your comprehension!

Read the following statement! Are they true or false? Correct the statement if they are false!

1. Parangtritis beach is located in Magelang. ( )
2. Parangtritis is sacred place. ( )
3. The name of Parangtritis is expresses a mystical phenomenon. ( )
4. Parangtritis can be reached into many ways. ( )
5. Parangtritis is near from Yogyakarta. ( )
6. Parangtritis is remaining functioned as place to perform modern ceremony. ( )
7. The location of Parangtritis is about 15 km from Yogyakarta. ( )
8. Many people come to Parangtritis for doing meditation. ( )
9. Parangtritis can be reached from Teluk Village. ( )
10. Parangtritis combined with rocky hills, dunes, and a black sandy beach. ( )

APPENDIX IX

INTERVIEW SHEET WITH THE STUDENTS

PRE TEST

The Researcher : Bagaimana cara belajar *reading comprehension* di kelas selama ini?

The Student : Biasanya kami belajar yang dengan membaca rame-rame kemudian diartikan dan sir kami memberi sedikit penjelasan.)

The Researcher : Bagaimana cara ibu/bapak guru sebelumnya mengajarkan *reading comprehension* di kelas?

The Student : Kalau seperti biasanya sih ya dengan menginstruksikan kami untuk membaca teks secara bersamaan. Kemudian kadang diartikan rame-rame. Kadang juga diartikan sendiri-sendiri dan ditulis dibuku gitu, Miss.

The Researcher : Bagaimana kesan kamu ketika belajar *Reading Comprehension in Descriptive Text* di kelas selama ini?

The Student : Pelajaran *reading* itu sangat susah, Miss. Saya sering bingung karena nggak tau arti bacaannya. Saya kalau belajar *reading* jadinya ngantuk, Miss. Habisnya kata-

katanya asing semua. Paling yang saya tau hanya kata-kata yang umum. Makanya saya sering nggak paham dengan apa yang saya baca.

POST-TEST

The Researcher : Menurut kamu, bagaimana cara miss dalam mengajarkan *Reading Comprehension in Descriptive Text* di kelas?

The Student : Kalau saya ya sudah cukup, Miss. Sebenarnya sebelum belajar sama Miss daya kurang tau tentang *descriptive*, Miss. Terus yang *generic structure* juga nggak begitu paham. Cara mencari ide pokok teks juga kadang masih suka bingung. Tapi sekarang udah lumayan ngerti, Miss. Karna Miss kan jelaskan gitu tentang *descriptive* itu.

The Researcher : Bagaimana kesan kamu setelah belajar *Reading Comprehension in Descriptive Text* di kelas Miss?

The Student : Kalau saya ya senang, Miss. Dapat ilmu baru, dapat pengalaman baru. Ya meskipun Miss cuma masuk beberapa kali tapi kami senang belajar *reading* sama Miss.

APPENDIX VIII

INTERVIEW SHEET WITH THE TEACHER

PRE-TEST

The Researcher	: Jenis teks bahasa inggris apa saja yang telah bapak ajarkan di kelas X?
The Collaborator	: banyak sekali. Tergantung dari materi pembelajaran yang ada di buku. Sejauh ini saya sudah mengajat tentang *narrative text, descriptive text, recount text* dan juga *procedural text*).
The Researcher	: Bagaimana cara bapak mengajar *reading comprehension in descriptive text* di kelas?
The Collaborator	: Ya seperti mengajar pada umumnya. Saya menyuruh mereka membaca teks, kemudian mencari arti dari kata kata yang sulit di kamus yang mereka bawa. Kadang saya jelaskan apa maksud dari teks tersebut. Kemudian menyuruh mereka mengerjakan soal yang ada).
The Researcher	: Dalam proses bapak mengajar siswa/i, kesulitan apa saja yang bapak hadapi?
The Collaborator	: Wah, banyak sekali ini kesulitan yang saya hadapi. Karna bahasa Inggris kan bukan bahasa kita, jadi ya gitu agak sulit. Siswa juga butuh penyesuaian. Makanya saya lebih sering mengajar dengan memakai bahasa Indonesia daripada bahasa Inggris. Karna kadang siswa/i jadinya nggak nyambung kalau saya ngajar pakai bahasa Inggris. Tapi kadang juga saya *mix* bahasa saya. Saya juga pengen membiasakan siswa/i mendengar lebih banyak kata dalam bahasa Inggris.

The Researcher : Bagaimana tanggapan/sikap siswa/i dalam belajar *reading comprehension in descriptive text* di kelas?

The Collaborator : Sebenarnya mengajar bahasa asing ini jadi tantangan tersendiri bagi saya. Terutama ketika mengajar *reading* di dalam kelas. Minimnya kosa kata yang dimiliki anak-anak membuat mereka mengalami kesulitan dalam memahami teks ketika *reading activity* sehingga itu dapat menghambat proses belajar *reading* di kelas. Padahal saya sudah coba membiasakan anak-anak untuk berkomunikasi dengan menggunakan bahasa Inggris dengan maksud biar mereka paham dan terbiasa gitu dengan bahasa Inggris. Karna kan kita tau bahwa lancar kaji karena diulang. Tapi ya gitu, anak-anak pada protes kalau saya ngajar *full English*. Makanya kadang saya *mix* pake bahasa Indonesia).

POST-TEST

The Researcher : Bagaimana pendapat bapak terkait sikap para siswa/i dalam pembelajaran yang saya lakukan di kelas?

The Collaborator : kalau saya melihatnya sudah lumayan ada peningkatan. Anak-anak juga saya sudah mulai tertarik untuk bertanya tentang materi. Kalau sudah mulai tertarik kan berarti sudah mulai suka, *to*?. Ya, saya berharapnya minat baca anak-anak terutama siswa/i di kelas X terutama akan terus mengalami peningkatan. Saya sangat berharap partisipasi dan antusiasme anak-anak akan terus berlanjut dalam setiap pembelajaran

terutama belajar bahasa Inggris. Kan kalau anak-anak semangat belajar gurunya juga akan lebih semanangat, *to*?

The Researcher : Bagaimana pendapat bapak terkait *Reciprocal Teaching Technique* yang telah saya terapkan di kelas dalam mengajarkan *reading comprehension in descriptive text*?

The Collaborator : Pendapat saya, ya?. Saya sepertinya baru mendengar ya tentang *Reciprocal Teachning technique* ini. Biasanya yang sering saya praktekkan kan seperti metode *re-telling* gitu. Menurut saya ya teknik ini cukup efektif dalam menarik minat anak-anak dalam membaca. Bagus ya. Saya juga tertarik untuk mempraktekkan ini nanti di sesi *reading activity*. Ya, bagus sih. Saya liat juga berpengaruh positif ke siswa/i.

APPENDIX X

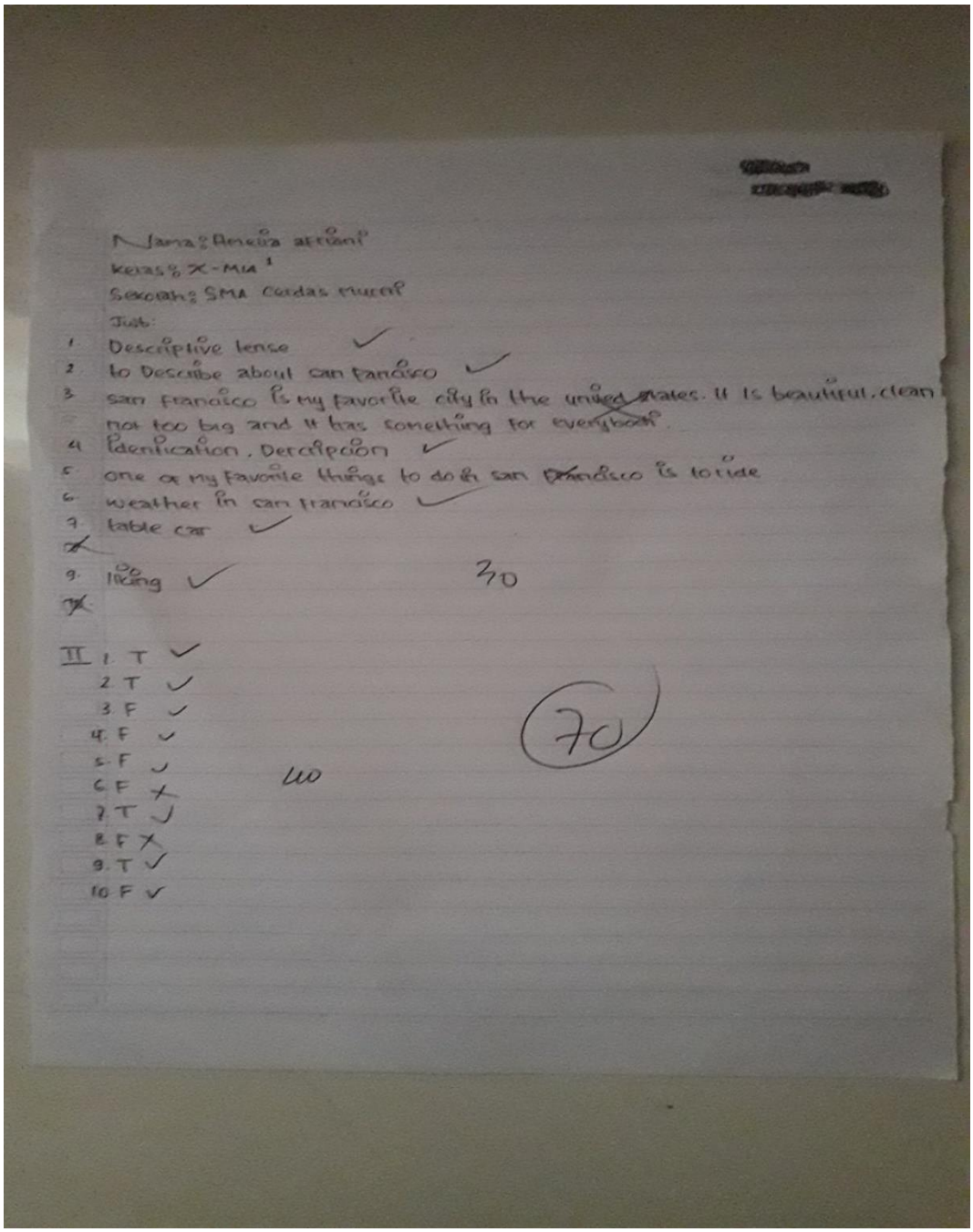
STUDENTS' ATTENDANCE LIST

No	Nama	P1	P2	P3	P4	P5
1	AMELIA APRIANI	√	√	√	√	√
2	ANGGRIYANI	√	√	√	√	√
3	ANNISA PUTRI	√	√	√	√	√
4	BELA SUKMA YANI	√	√	√	√	√
5	BISNAMI FADILLAH	√	√	√	√	√
6	DEA AYU RACHMADINI	√	√	√	√	√
7	DELLA ALDAMA	√	√	√	√	√
8	DESI AYU NINGRUH F.L	√	√	√	√	√
9	DESI BERLIANA NST	√	√	√	√	√
10	ERIKAWILISNA	√	√	√	√	√
11	FARHAN HALIN AYUB	√	√	√	√	√
12	FITRI KHAIRANI	√	√	√	√	√
13	HARDIANTI NINGSIH	√	√	√	√	√
14	ICHWANDA PRADANA	√	√	√	√	√
15	INTAN RAHMDANI P.	√	√	√	√	√
16	MALIKADEVI	√	√	√	√	√
17	MEHRAM ARYA WIJAYA	√	√	√	√	√
18	M. HARI SUANDI	√	√	√	√	√
19	M. WAHYU KUSNADI	√	√	√	√	√
20	NABILLA SYALITA T.	√	√	√	√	√
21	NATASHA NURUL AINI	√	√	√	√	√
22	NURUL ILMI AFRIDAH	√	√	√	√	√

23	NURUL SYAHFITRI	√	√	√	√	√
24	RANI NUR FADILLAH	√	√	√	√	√
25	RIDWAN PRADITYA	√	√	√	√	√
26	RIFKI FAUZAN	√	√	√	√	√
27	RIKA SYAHFITRI	√	√	√	√	√
28	RIZKA AMELIA	√	√	√	√	√
29	SEPTHIA EKA N. P.	√	√	√	√	√
30	SHAFIRA OKTAVIOLA	√	√	√	√	√
31	SHELLA ANGGRAINI	√	√	√	√	√
32	SHERLY INDAH KANIA	√	√	√	√	√
33	SILVIA	√	√	√	√	√
34	SYAHPUTRA SIMANJUNTAK	√	√	√	√	√

APPENDIX XI

STUDENT'S SCORE IN PRE TEST



[redacted]

Nama: Amelia afriani
Kelas: X-MIA 1
Sekolah: SMA Cerdas Murni
Jwb:
1. Descriptive tense ✓
2. to Describe about san francisco ✓
3. san francisco is my favorite city in the united states. It is beautiful, clean not too big and it has something for everybody.
4. Identication, Dercripcion ✓
5. one of my favorite things to do in san francisco is to ride
6. weather in san francisco ✓
7. table car ✓
8. ✗
9. liking ✓
10. ✗

30

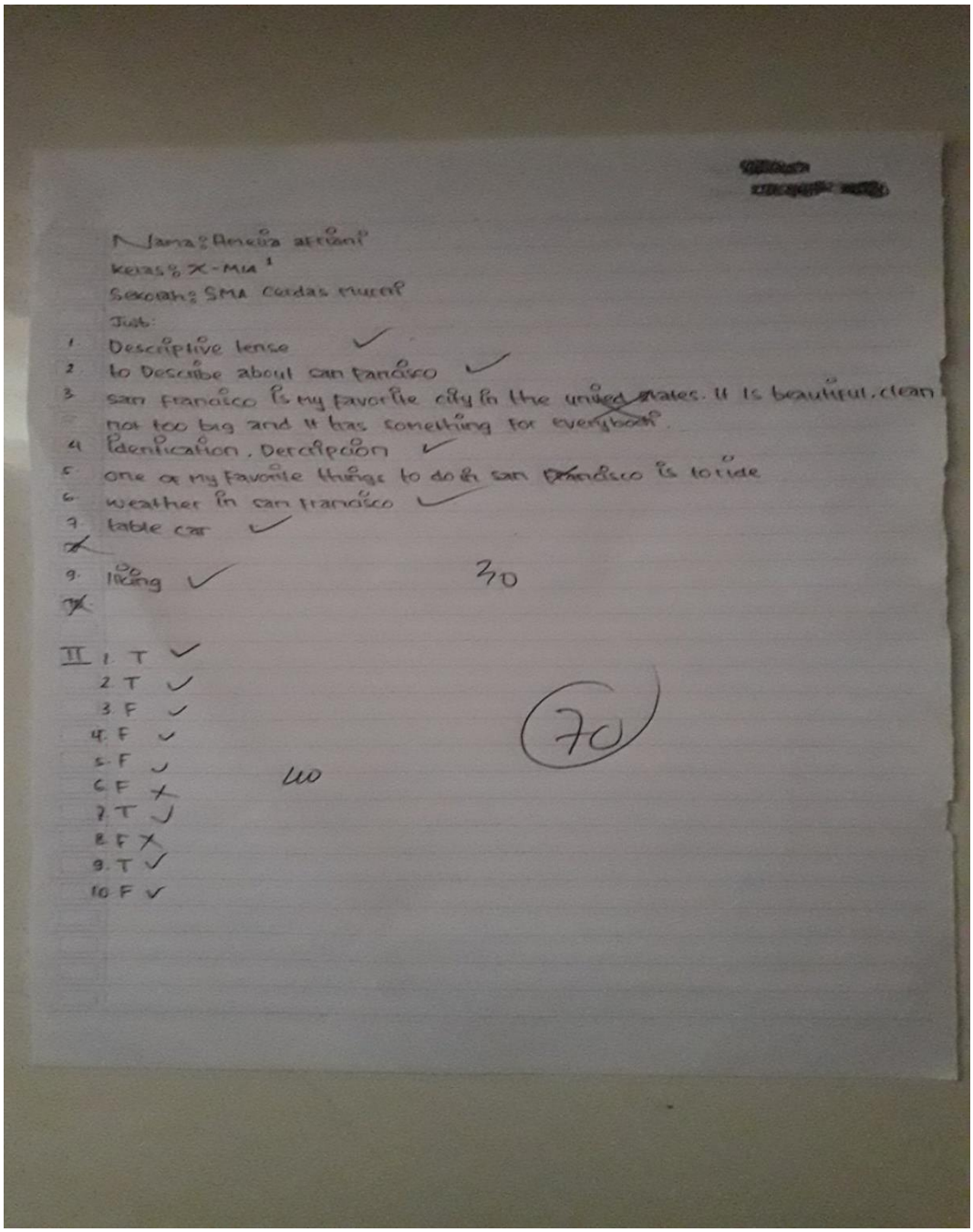
II 1. T ✓
2. T ✓
3. F ✓
4. F ✓
5. F ✓
6. F ✗
7. T ✓
8. F ✗
9. T ✓
10. F ✓

40

70

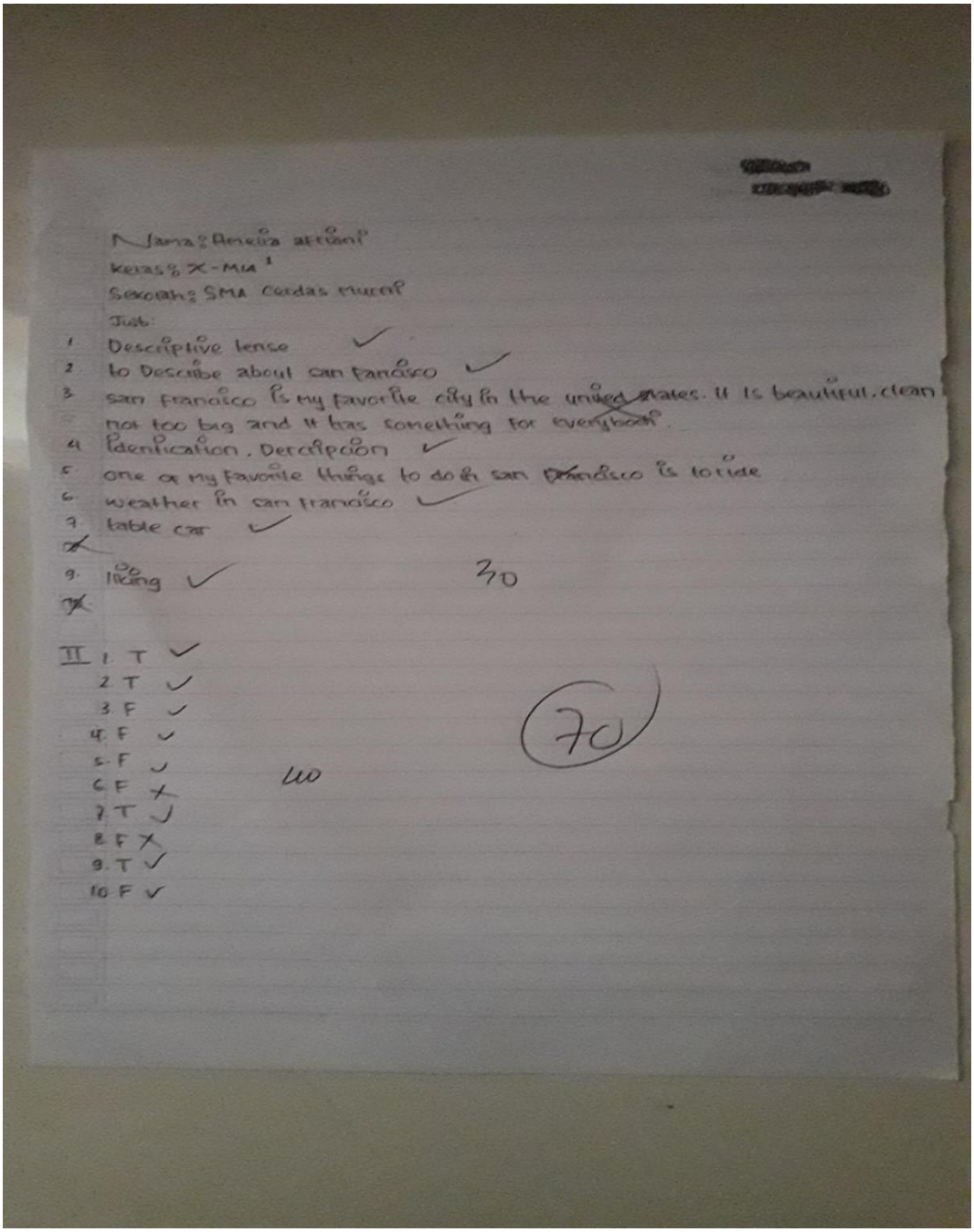
APPENDIX XI

STUDENT'S SCORE IN PRE TEST



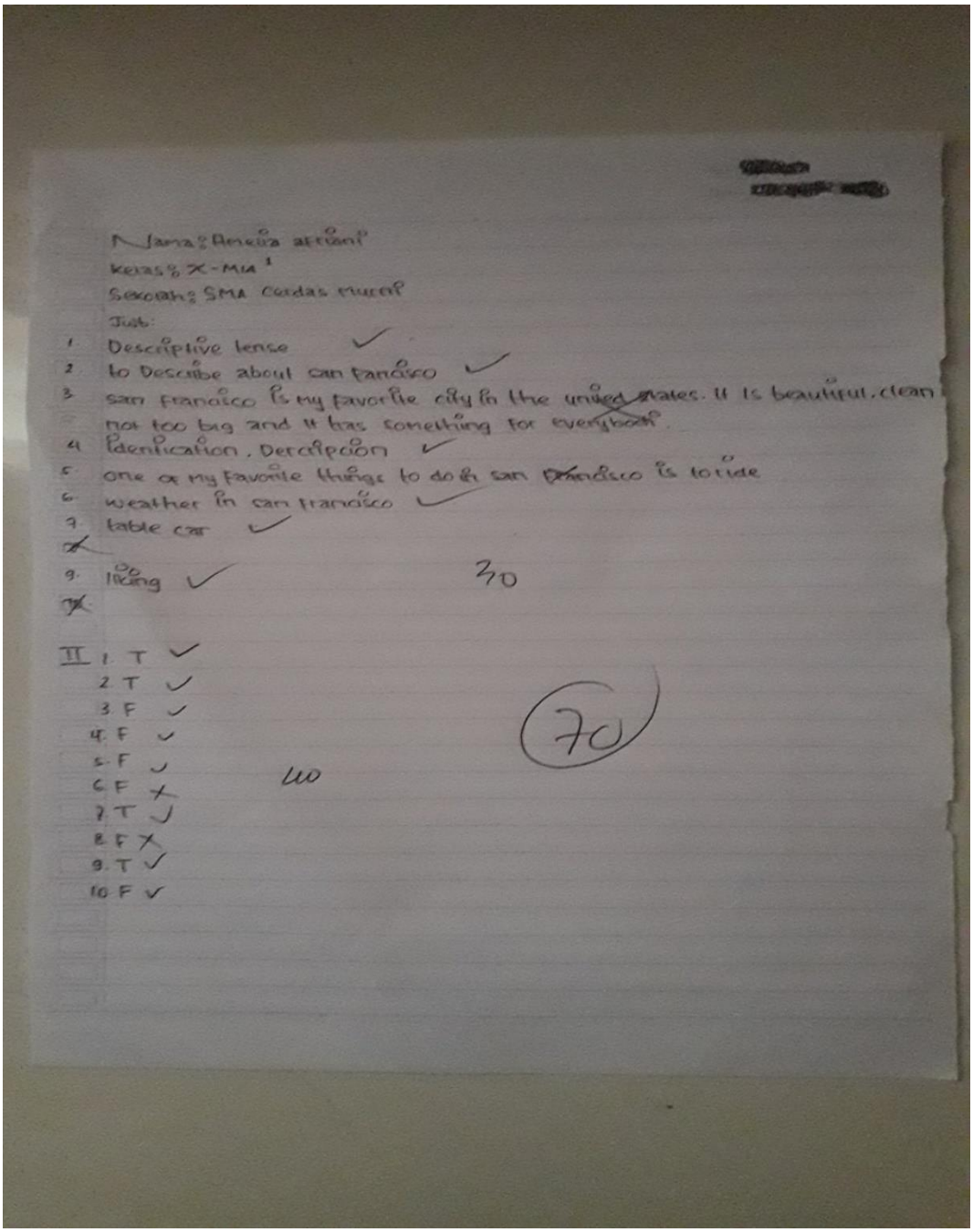
APPENDIX XI

STUDENT'S SCORE IN PRE TEST



APPENDIX XI

STUDENT'S SCORE IN PRE TEST



[redacted]

Nama: Amelia afriani
Kelas: X-MIA 1
Sekolah: SMA Cerdas Murni
Jwb:

1. Descriptive tense ✓
2. to Describe about san francisco ✓
3. san francisco is my favorite city in the united states. It is beautiful, clean not too big and it has something for everybody.
4. Identication, Dercripcion ✓
5. one of my favorite things to do in san francisco is to ride
6. weather in san francisco ✓
7. table car ✓
8. ~~X~~
9. liking ✓
10. ~~X~~

30

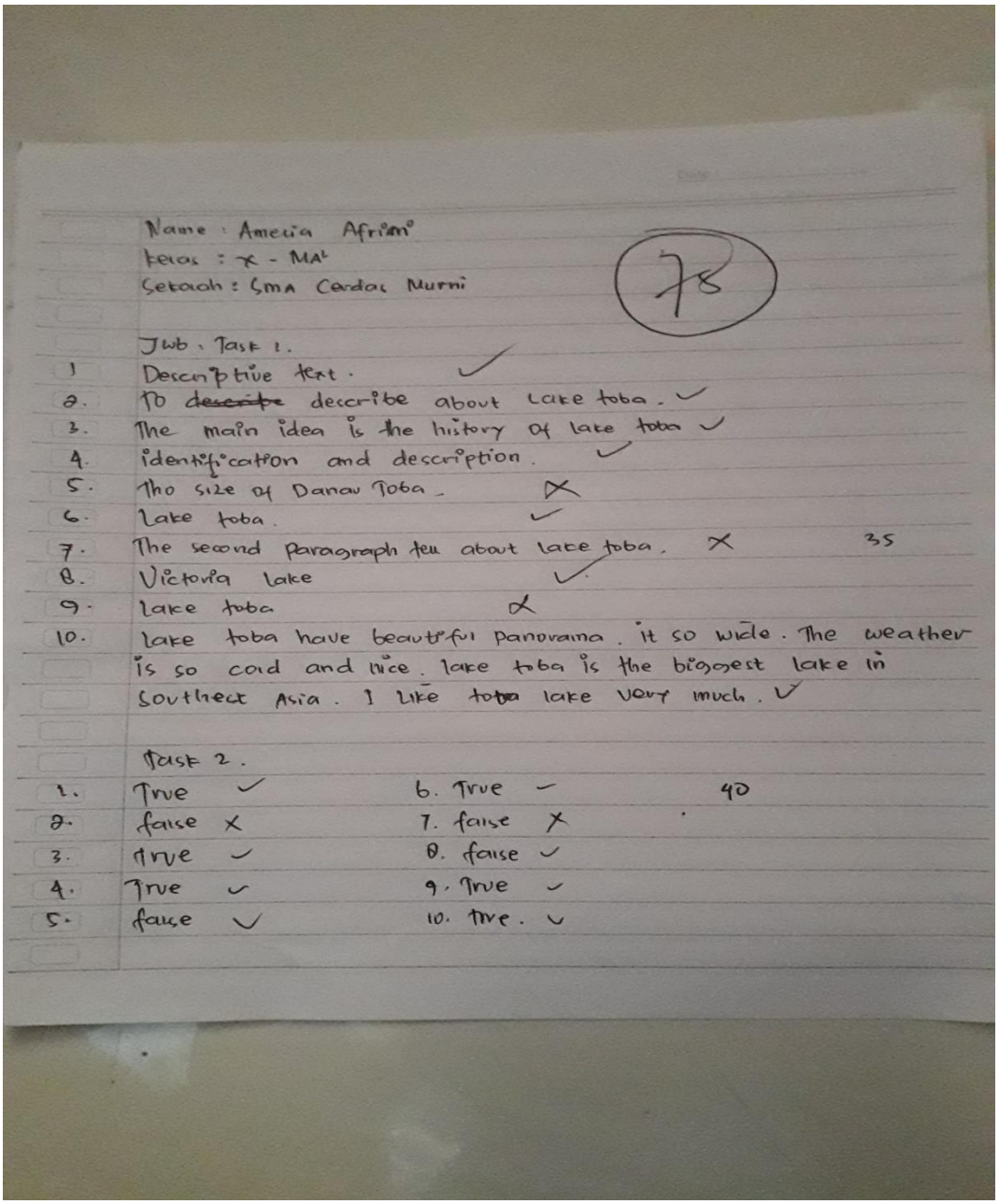
II
1. T ✓
2. T ✓
3. F ✓
4. F ✓
5. F ✓
6. F ✗
7. T ✓
8. F ✗
9. T ✓
10. F ✓

40

70

APPENDIX XII

STUDENT'S SCORE IN POST TEST OF CYCLE I



Name : Amelia Afrini
Kelas : X - MA1
Sekolah : SMA Cerdas Murni

78

Jwb : Task 1.

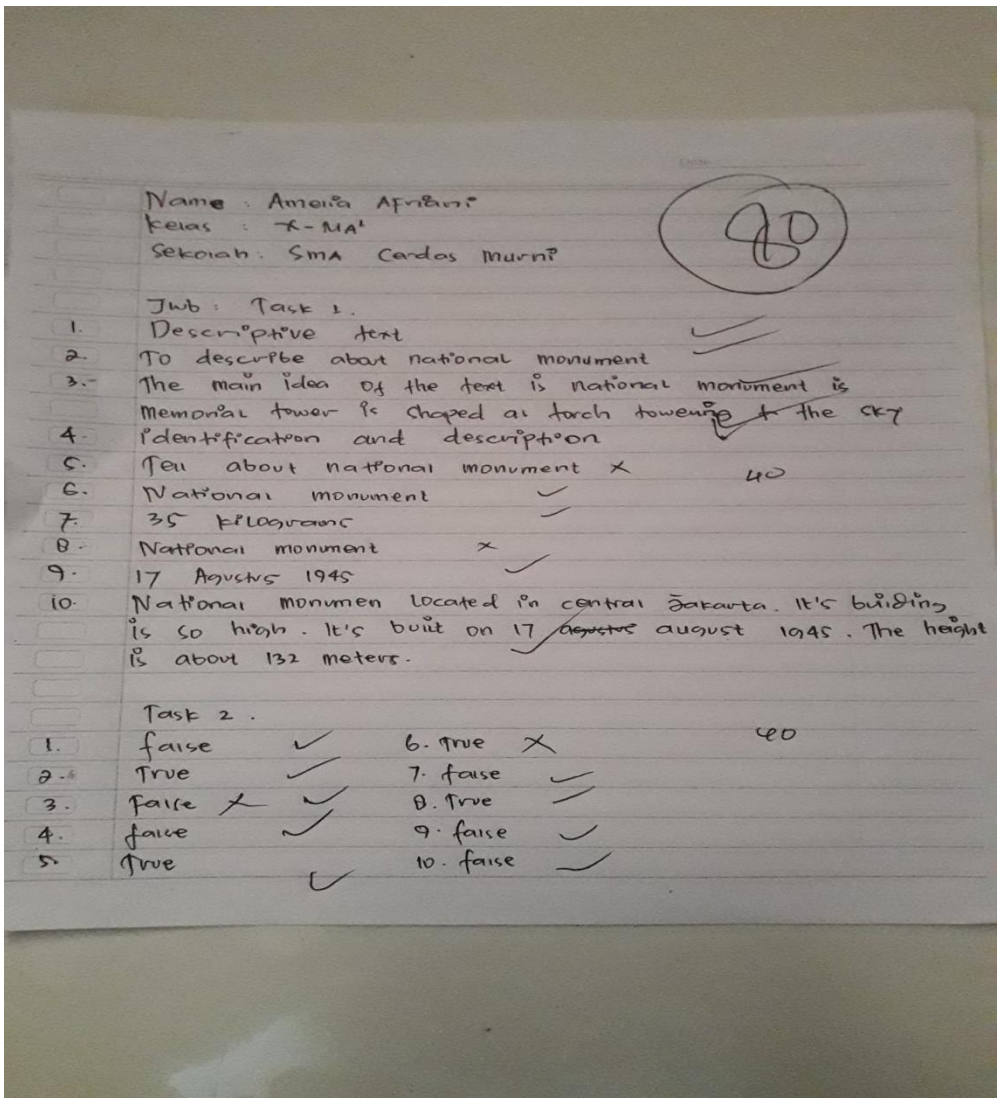
1 Descriptive text. ✓
2. To ~~describe~~ describe about Lake toba. ✓
3. The main idea is the history of lake toba ✓
4. identification and description. ✓
5. Tho size of Danau Toba. ✗
6. Lake toba. ✓
7. The second paragraph tell about Lake toba. ✗ 35
8. Victoria lake ✓
9. Lake toba ✗
10. Lake toba have beautiful panorama. it so wide. The weather is so cold and nice. lake toba is the biggest lake in southeast Asia. I like toba lake very much. ✓

Task 2.

1.	True ✓	6. True –	40
2.	false ✗	7. false ✗	
3.	true ✓	8. false ✓	
4.	True ✓	9. True ✓	
5.	false ✓	10. true. ✓	

APPENDIX XIII

STUDENT'S SCORE IN POST TEST OF CYCLE II



Name : Amelia Afriani
Kelas : X - MA'
Sekolah : SMA Cardas Murni

80

Jwb : Task 1.
1. Descriptive text
2. To describe abat national monument
3. The main idea of the text is national monument is memorial tower is shaped ai torch towering to the sky
4. Identification and description
5. Tell about national monument x
6. National monument
7. 35 Kilograms
8. National monument x
9. 17 Agustus 1945
10. National monumen located in central Jakarta. It's building is so high. It's built on 17 ~~Agustus~~ august 1945. The height is about 132 meters.

40

Task 2.
1. false
2. True
3. false
4. false
5. True
6. True
7. false
8. True
9. false
10. false

40

APPENDIX XIV

DOCUMENTATIONS

The students done pre test

Researcher explained the material

The students done post test

BIOGRAPHY

Name : **Nurul Ihya Mawadatul Akmal**

NIM : **34.15.4.175**

Place/Date of Birth : **Lamongan, 17th May 1997**

Address : **Gang Durian 17, Jl.. Ps. V Tembung, Medan**

Educational Background

Elementary School : **MIM 07 Sugihan (2003-2009)**

Junior High School : **MTs M 06 Sugihan (2009-2012)**

Senior High School : **MA Islamiyah PonPes Rauhullah (2012-2015)**

College : **State Islamic University North Sumatera, Medan**

Motto of Life : **“Hidup hanya sekali, jadilah berarti”.**