

# **IMPROVING STUDENTS' READING ABILITY USING RECIPROCAL TEACHING IN DESCRIPTIVE TEXT**

*(A Pre-Experimental Research at the Eight Grade Students' of SMP Nasional Makassar)*



***A THESIS***

*Submitted to the Faculty of Teacher Training and Education  
Makassar Muhammadiyah University in Partial of the Requirement for the Degree  
of Education in English Department*

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2019**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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# **MOTTO** and **DEDICATION**

***Life isn't about  
discovering yourself, life is  
about making yourself***

***I dedicate this thesis for my beloved  
parents (S.Tini and Bode)  
and all my siblings***

## ABSTRACT

**Tesilia.2019.** Improving Students' Reading Ability Using Reciprocal Teaching in Descriptive Text ( A Pre-Experimental Research at the Eight Grade Students' of SMP Nasional Makassar). Under the thesis of English Education Department the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, supervised by Eny Syatriana and Ardiana.

This research aimed Whether or not the Reciprocal Teaching improve students' reading ability in descriptive text at SMP Nasional Makassar.

The method of this research is pre experiment design. The sample of this research is class VIII B at SMP Nasional Makassar in 2018/2019 academic year. In this research, the researcher used purposive sampling technique, and the researcher took 30 students as a sample. The researcher used essay test to measure students' reading ability in terms of main idea and supporting details.

The findings of the research indicated that the application of Reciprocal Teaching was effective to improve the students' reading ability in terms of main idea and supporting details. It could be seen from the improvement of students' mean score in finding main idea which was 88,38 %, and the improvement of students' mean score in finding supporting details which was 87,51 %.

The researcher also found that t-test value was greater than t-table (8,694 > 2,045), with degree of freedom (df) = 29. This indicated that ( $H_1$ ) was accepted, and ( $H_0$ ) was rejected. It means that there was significant difference of the students' reading ability before and after using Reciprocal Teaching in classroom. It can be concluded that using Reciprocal Teaching can improve the students' reading ability in terms of main idea and supporting details.

Keywords: Reciprocal Teaching, Reading Ability, Descriptive Text

## ACKNOWLEDGMENT



First of all, praise to Allah SWT, who has given guidance, blessing, and mercy to the researcher in completing this thesis. Shalawat and salam are addressed to the final, chosen religious messenger, the Prophet Muhammad SAW.

The researcher would like to give her gratitude, respect, and appreciation to the following people who have supported her and made this thesis possible:

1. The researcher's beloved parents S. Tini and Bodeana, for their never ending love, support prayer, care and support both morally and financially to the researcher
2. Dr. H. Abd. Rahman Rahim, SE., M.M., the Rector of Muhammadiyah University of Makassar
3. Erwin Akib, S.Pd., M.Pd., Ph.D., the Dean of Muhammadiyah University of Makassar,
4. Head of English Department, Ummi Khaerati Syam, S.Pd.,M.Pd.
5. The researcher high appreciation and great thankfulness are due to consultants Dr. Eny Syatriana, S.Pd., M.Pd and Ardiana, S.Pd., M.Pd., for their guidance, encouragement, motivation and their patience from the beginning until the end of writing this thesis.
6. Thank you for all the researcher's friends at English Education Department, her classmates in Brave Class.

Finally, the researcher would like to welcome and constructive suggestion and criticism to make this thesis is better.

Makassar , December 2018

**Tesilia**

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter consists of five main sections, namely background, problem statement, objective of the study, significance of the study and scope of the study.

#### **A. The Background of the Study**

Reading occupies a special place in the complex of language skills, which are listening, speaking, writing and reading. Reading is the process of using one's eyes and mind to understand the literal as well as the meaning of what the writer is attempting to convey. The Reading skill, the readers will get much information by understanding the content of the text and will know everything in this world. To improve your reading skills you must increase your ability to see and understand the grouping of words, or ideas, at a speed and in a manner that is comfortable for you.

There are two main factors that make the students difficult to understand the reading text. Firstly, the students are unfamiliar with the words that are used in the text or lacking of vocabularies. Secondly, the students do not have motivation to read because the text is not interesting and the text is also very long. In addition, the teachers often ask the students to read the text then translate it into Indonesian. After that the students discuss the content and finally the students must answer some questions based on the text. They can not get the main idea and answer question based on the text and even they get bored. In this case, the teachers are supposed to be a professional person in the class and give motivation

to learn especially in reading. There are some steps to improve their vocabularies such as evaluate their reading habits, use their eyes efficiently, continue to broaden their vocabulary, adapt their speed so that they are able to understand the text and enrich their life with good books.

When teaching practice at SMP Nasional, the researcher taught class seven until nine. When they was reading text, most of them did not understand the content of the text because they did not understood the meaning of the words and bored to read or the text was long. In the case, the method of reciprocal teaching can solve the students' problem in reading ability. In reciprocal teaching, the students divide some groups and they discuss about text based on their assignment in their groups. Then, every group explain the result of their group about the content of the text what they understand.

Many research studies have conducted to evolve a reading development strategy or set of strategies that would raise the reading levels of the students. Reciprocal teaching is guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarize, question, clarify, predict and respond to what they are reading) (Palinscar & Brown 1984). Reciprocal teaching represents instructional technique in which the teacher and the content presentation are each providing support for students learning. The reciprocal teaching method focuses on the things the teacher can do to facilitate the students' planning of the task and the task completion.

Futhermore, in reciprocal teaching, the students are supported by the teacher initially and use four specific techniques to explore a reading passage such as prediction, question generation, summarizing, clarifying. The students use these four comprehension strategies on a common text, in pairs or small groups. In reciprocal teaching use four strategies that students will develop their ability, students will communicate their friends in groups or able to together work, students can speak in front of their friends, and students able to analyse problems and get conclusion in fluently time. So reciprocal teaching makes students can improve their ability in reading.

From the explanation above this research intends to examine about the use of reciprocal teaching to improve students' reading ability in descriptive text.

### **B. Problem Statement**

Based on the problem statement, the researcher formulates the problem statements of the study as follows: "Can Reciprocal Teaching improve students' ability in reading descriptive text?"

### **C. The Objective of the Study**

Based on the question above, the purpose of the study as follows: Whether or not the Reciprocal Teaching improve students' reading ability in descriptive text at SMP Nasional Makassar.

### **D. Significance of The Study**

The findings of this study are expected to be useful for the teacher, students, and readers. It is hoped that the findings of this research will provide an alternative technique to the English teachers to be creative to teach reading and

help the students in reading learning. For the students, they develop their knowledge of the in the comprehending the text. Then, for the readers, the findings of the research are expected to give information related to this study and improve their knowledge based on text they read.

#### **E. The Scope of the Study**

This study was limited to teaching of descriptive text. In addition, the researcher focussed on literal comprehension (main idea and supporting details) in teaching by using reciprocal teaching.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of three main sections, namely previous related findings, the concept of reading ability, the concept of descriptive text, the concept of reciprocal teaching, conceptual framework, and hypothesis.

#### **A. Previous Related Findings**

Defiana (2016) conducted research about The Effectiveness of Using Reciprocal Teaching on The Reading Comprehension to The Second Grades of MTsN, She found that there is significant difference in reading comprehension achievement between students who were taught by using reciprocal teaching technique of the second grade of MTsN Pulosari Tulungagung

Ahmadi &Ismail (2012) pointed a research about Reciprocal Teaching Strategy as an Important Factor of Improving Reading Comprehension, They found that reciprocal teaching strategy effects strongly on reading comprehension and students' meta-cognitive reading strategies.

In line with, Majeed (2013) found that The Effect of Using Reciprocal Teaching on Improving College Students' Achievement in Reading Comprehension, he found that Reciprocal Teaching technique proved to be an excellent learning strategy for developing and enhancing students' RC skill, It is noticed that the use of the four strategies: predicting, questioning,clarifying, and summarizing by students throughout the reciprocal teaching technique enhanced their understanding, and reciprocal teaching technique helped poor readers to

develop their reading skill through the use of predicting, clarifying, questioning, and summarizing which enabled them to interact with the text.

Chen & Kong (2016) stated that An Investigation on Factors in The Integration of Reciprocal Teaching into Multimedia Teaching, they found that Reciprocal Teaching stresses on common construction and learning through the interaction between teachers and students and among students, the spirit of group cooperation, and group honor so that those with high capability are willing to lead ones with low capability, while those with low capability could automatically learn and enhance the learning effectiveness by applying strategies to the real common practice through the guidance of leaders in the learning process.

Ahmadi, Ismail, & Abdullah (2012) found a research about Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy, They found that reciprocal teaching has a strong effect on the vocabulary learning improvement through reading comprehension and metacognitive reading strategies of students.

Based on the some findings above the researcher concludes that Reciprocal Teaching can be used to improve students' in reading and have learning effects of students. In the study, reciprocal teaching has differences in understanding of reading learning. In the study, the researcher use reciprocal teaching in descriptive text when students will be easy to understand content of descriptive text.

## **B. The Concept of Reading Ability**

### **1. Definition of Reading**

In Sari , Reading is one of the fundamental language skills in learning a language. In most general term, Aebersold and Marry viewed that reading involves the reader, the text,p and the interaction between reader and text. By readings students could take the ideas and also get the information from the text. There some additions of the definiton concerning about reading according to some language expert.

In william Grabe book the title “ Reading in a second Language”, reading is something many of us take for granted. We read with what appears to be little effort and little planning and it is remarkable that so much of the world’s population can read – a little more than 80 percent of the world’s population can read some extend (Elley, 2001; Tucker, UNESCO, 2007).

Based on statements, reading is one of skill in english learning where reader can get information what they read which have purpose to read it.

### **2. The Definition of Reading Ability**

Ability refers to an individual’s capacity to perform the various tasks. Ability is a noun which has some synonyms: they are power, skill, competency, capacity, efficiency, capability, aptitude, faculty, talent. Based on Macmillan dictionary, it is define as the fact of being able to do something , the level of skill that someone has in particularactivity.

Lohman in Sari, ability as level of performance on a particular task or class task. The etymological definition of ability is physical, mental, or legal power to perform something.

Williams and Morran cited in the research by the Colloge English Teaching and Research Project of Shanghai Foreign Language Education Press in Sari “Skill is ability which has been automatized and operates largely subconsciously, whereas a strategy is a conscious procedure carried out in order to solve problem. It’s means that ability same as skills which the purpose is to solve the problem.

Reading ability is the potential or the capacity of students to get the idea and the information of the text. Reading ability is important for the students. In addition, it can be described that reading ability is cognitive ability which a person is able to use when interacting with text, thus it is unlike comprehension, which can be viewed as the product of reading a particular text, ability are seen part of the generalized reading process.

### **3. Skill and strategies to be learned in Reading**

There are three main categories of skills and strategies when learning to read :

#### **a. Vocabulary and comprehension strategies**

Comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading. Vocabulary is fundamentally important for understanding the message. Vocabulary and comprehension should be

delayed until after students have learned how to decode. Not so, vocabulary and comprehension instruction can be started as early as preschool if we use listening situation. Comprehending oral messages requires the same strategies as comprehending printed messages, so the earlier we start emphasizing vocabulary and comprehension the more likely. It is that students will see it as a priority.

Reading comprehension depends on prior knowledge or knowledge about the world. Prior knowledge is expressed with words. When comprehending, readers say to themselves, in effect, “In my experience with words associated with this topic or situation, the author must mean something close to what I’ve experience.” So they use the words in the text to build a meaning consistent with their past experience with these words. When the meaning of a word is unknown , it means that reader does not have background knowledge or has not had experiences in that area. Without background knowledge that is, without vocabulary that comes with various experiences, there is no comprehension.

New words can be learned through direct experience, as when new words about farms and farm animals are encountered on a field trip to a real farm, or they can be learned through vicarious experience, as when one reads new words about farms animals or hears them used in a video or on TV. In school, most new word meanings are learned vicariously. Students should learn at least 1.000 – 2.000 new vocabulary words each school year to become highly literate. The traditional way to develop

vocabulary is by providing definitions, often through dictionary work. However this has limited effect. Students may memorize a word and its definition, but they almost always forget it.

In addition to intentionally and directly teaching 10-15 new words weekly, we should also teach strategies students can use to figure out word meaning they encounter when reading independently. Many of the new words students learn are encountered during independent reading. By teaching strategies for figuring out unknown words independently are context and structural (or morphomic) analysis. Strategies are an important part of comprehension. There are only a few strategies readers use in various combinations over and over again, with slight variation from one reading situation to another. These include :

- 1) Making predictions
- 2) Monitoring and questioning what is happening
- 3) Adjusting predictions as you go
- 4) Creating images in the mind
- 5) Removing blockages to meaning
- 6) Reflecting on the essence or the significance or the important of what has been read.

These strategies can be categorized as :

- 1) Before you begin reading
- 2) As you begin reading
- 3) During reading

4) After reading

**b. Skills and strategies for identifying ( or decoding ) words / word recognition**

Word recognition is decoding the printed squiggles on the page. There are two major ways readers decode words :

**-) Sight word recognition**

Sight word recognition is the skill of remembering words. Good adult readers recognize at sight virtually every word they encounter. They accomplish this primarily by doing lots and lots of reading of connected text. The more they read, the more words they encounter, the more words they remember and recognize instantly. So, one way to develop sight words is to ensure that your students do a lot of reading of easy connected text.

**-)When a word is not recognized instantly, they analyze the word to figure out what it is**

Word analysis is what a reader does when a word is not recognized at sight and it must be figured out. There are three major analysis techniques : (1) phonics is using alphabet letters and their sounds to figure out unknown words. (2) context, and (3) structural analysis . good readers will use all three techniques in combination.

**c. Skills and strategies for how to read fluently**

Fluency is the ability to orally and silently read text smoothly and with appropriate phrasing and intonation. We often refer to it as “reading like

you talk". Fluently is often thought to be limited to oral reading. While this is the case with emergent readers, the real fluency issue is how to help students become fluent silent readers. Reading like you talk, therefore, is descriptive of silent reading for postbeginning readers. Being fluent in both oral and silent reading is a function of : (1) how fast or slow one reads. (2) whether the phrasing and intonation accurately reflects the meaning in the text.

Fluency is often determined by nothing a reader's reading rate (words read per minute). However the number of words read per minute does not take into account correct phrasing and intonation. To be an accurate measure of fluency, assessment should include not only speed but also phrasing and intonation. Fluency is important because students seldom become enthusiastic readers until they experience what it means to be fluent. Reading just seems like too much hard work when you are not fluent.

#### **4. Purpose of Reading**

Reading is influenced by the purposes of reading. Basically two basic purposes for reading are : for pleasure and for information. In addition Harmer stated in Ika that many students want to be able to read text in English either for their career, for study purposes or simply for pleasure.

In William Book the title " Reading in a Second Language" there six academic purposes for reading :

1. Reading to search for information (scanning and skimming)



2. Reading for quick understanding (skimming)
3. Reading to learn
4. Reading to integrate information
5. Reading to evaluate, critique, and use information
6. Reading for general comprehension (in many cases, reading for interest or reading to entertain)

There are certainly other ways to classify purposes for reading aside from the six listed, and we acknowledge that this list does not identify every possible. (Alderson, 2000; Carver, 1992; Grabe, 2000; Linderholm & van den Broek, 2002; Lorch, Kluzewitz, & Lorch, 1995; Urquhart & Weir, 1998).

Based on the statements above, it can be concluded that there are some purposes why people read. People read a newspaper, textbook, encyclopedia, and the like to enhance knowledge or information and other people read to get pleasure by reading magazines, comics, novel, and so forth. In brief, it can be believed that people commonly read to get pleasure or enjoyment and to get information and understanding.

## **5. Teaching Reading**

In many classrooms and districts across the nation, the secondary language arts teacher incorporates reading activities into the curriculum, and the students learn to read and write increasingly complex works with increasing skill and facility. However, for a variety of reasons, many students are not as well prepared for the academic demands of secondary

schooling. Because many students transition to the secondary level unable to read, understand, and work successfully with grade-level materials, many middle schools and high schools offer reading classes for those students requiring extra support in developing word recognition strategies, vocabulary, basic comprehension skills, and critical reasoning (Austin Independent School District, 1999 in Brenda -Jean Tylor journals ). The reading instruction is designed to complement the language arts or English class, rather than replace it.

Designing and implementing a program of reading instruction for students for whom elementary school instruction was insufficient to support the acquisition of proficient reading poses a challenge. Middle school teachers of reading have the task of planning reading instruction that responds to a diverse, complex, and sometimes confusing assortment of issues. For example, in many regions of the country, students are likely to come from a group that differs from that of the teacher not only in terms of ethnicity and sociocultural and behavioral norms, but also in terms of home dialect or language. Of those students whose native language is not English, some come to school with an extensive knowledge of academic English, others with little to none (Echevarria & Graves, 1998; Ovando & Collier, 1998 in Brenda Jean Tylor).

Students vary widely in the academic skills they bring with them to school, and there is great variability even among those recommended for supplemental reading classes and among those identified as having

learning disabilities in reading. Then there is the question of the best approach to teaching reading, and, moreover, how to adapt reading instruction to the linguistic, sociocultural, and academic needs of the particular students in a class. Whether special education teachers, reading specialists, language arts teachers, or English as a Second Language teachers, middle school teachers of reading thus require an impressive repertoire of knowledge and skills, as these are the tools on which they will draw and to which they will refer on a daily basis in their efforts to bring their students' reading abilities up to grade-level.

## **6. Types of Reading Comprehension**

### **a. Literal Comprehension**

Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, time, and location. Questions of literal comprehension can be answered directly and explicitly from the text. In our experiences working with teachers, we have found that they often check on literal comprehension first to make sure that their students have understood the basic or surface meaning of the text.

Some specific reading skill at the literal level comprehension, this skill focuses on main idea and supporting detail.

#### **1) Main Idea**

Hariming in Rizal (2012), the main idea is the most important piece of information the author wants you to know the concept of paragraph. The ways to find main idea such as : firstly, to identify a main idea

that is directly expressed in the text ( main idea are often at the beginning of paragraphs. The first sentence often explains that the subject discussed in the passage, main idea are also found in cluding sentence of paragraph ). Secondly, the main idea is not always clearly stated. It is more difficult to identify the main idea when it is inferred or implied. It can be implied through other words in the paragraph. An implied main idea can be found in several ways ( several sentences in a paragraph can imply the main idea by introducing facts about the topic before actually stating the topic, implied ideas can be drawn from factor, reason or examples that given hints or suggestions concerning the main idea in the selected text.

Main idea is a sentence or generalization that tells what the paragraph is about. Main ideas are generally found at the beginning of the paragraph. However they can be anywhere in the paragraph and main idea means important information that says more about the overall purpose of an article or section of a text. Instead of main idea one can use main heading which essentially depicts the same meaning. To determine the main idea is check for general statement that could be supported with extra information. Often the main idea as written as general statement and is followed by sentence that give specific.

## 2) Supporting detail

Supporting details is explains the specific of main idea. In this, supporting details, it is caused or results of main idea. In this supporting

details, it is caused or result of main idea or supporting details is additional information that explains, defines or proves the main idea.

Information in supporting details:

- a) Facts: statistic or graphs
- b) Statement : quotation or opinion from authorities one experts.
- c) Example : comparisons, contrasts, graphs, case studies, illustrations, or predictions.
- d) Description : character traits, setting, action, or events, or direction.

An example of supporting details in a story in a description of the character clothing, in a newspaper article are sentences that answer the question (who, what, where, when, why, and how), and in a movie review are sentences that explain how or why the critic came to that decision : perhaps the acting was mediocre or the dialogue stiff and clicged.

## **b. Reorganization**

Reorganization is based on a literal understanding of the text. Students must use information from various parts of the text and combine them for additional understanding. Question is important because they teach students to examine the text in its entirety, helping them move from a sentence by sentence consideration of the text to a more global view. Students generally find reorganization questions somewhat more difficult than straightforward literal comprehension questions.

### **c. Inference**

Making involves more than a literal understanding . students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicit stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

### **C. The Concept of Descriptive Text**

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers (Gerot& Wignel, 1994; Knapp & Watkins, 2005 in Noprianto).

Like other genres, descriptive text also has its structure or stages. The elements or schematic structures of descriptive text are called *identification* or *general statement* and *description*. *Identification* is aimed at introducing and identifying specific participant such as a person, a thing, a place, an animal, and or an event. *Description*, on the other side, is structured to describe that participant from its characteristics, appearances, personality, and habits or qualities (Butt, Fahey, Feez, Spinks, & Yallop, 2000; Derewianka, 1990; Gerot & Wignel, 1994 ; Knapp & Watkins, 2005 in Noprianto).

Regarding its linguistics features, Derewianka (1990); Emilia and Christie (2013); Gerot and Wignell (1994); Knapp and Watkins (2005) in Noprianto that descriptive text employs some linguistics features as summarized below:

- a. Focus on specific participants as the main character;

- b. Use present tense as dominant tenses;
- c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant);
- d. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text;
- e. Use mental verb or mental process when describing feelings;
- f. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic;
- g. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

## **D. The Concept of Reciprocal Teaching**

### **1) Definition of Reciprocal Teaching**

Reciprocal teaching is a model for improving reading comprehension and helping learners develop comprehension – monitoring skills. In reciprocal teaching, students and teachers ultimately exchange roles as they work with the text to generate questions, clarify information, make predictions, and summarize. It means that reciprocal technique is the way to comprehend a text that use four strategies and it can be done with teacher or a learning group to get the understanding a text.

Reciprocal teaching is an instructional procedure designed to enhance reading comprehension in young (elementary and middle school) students. It is characterized by :

- a. Dialogue between students and teacher, each taking a turn in the role of a dialogue leader.
- b. Reciprocal : interaction where one person acts in response to the other.
- c. Structured dialogue using four strategies/ steps are predicting, summarizing, questioning and clarifying.

Reciprocal teaching thus parallels the new definition of reading that describes the process as a dynamic interaction between the reader and the text in the reader's attempt to construct meaning from the text. Using prior experiences as a channel , readers learn new information, main ideas, make connections and generally make sense from the text as intended by the author.

## **2) Strategies of Reciprocal Teaching**

Each the four strategies of reciprocal teaching helps students construct meaning from text and monitor their reading to ensure that they in fact understand what they read.

### **a. Predicting**

Predicting requires the readers to hypothesize about what the author might discuss next in the text. This is an opportunity for the students to link the new knowledge , they will encounter in the text with the knowledge they already possess. It also enables the students to understand the structure of



the text. Additionally, with predicting, an opportunity has been created for the readers to link the knowledge they were encountered in the text to the knowledge they already possess. It also facilitates the use of text structure as students learn that headings, sub-headings and questions in the text are useful means of anticipating what might occur next. To predict, the reader must read with anticipation and expectancy, watching for text clues indicating where the author is going next. The inability to predict may also be an indicator that comprehension is inadequate.

A prediction is a good guess about what you think you will find out about or what will happen next in a text. Good readers make predictions before they read and as they read.

Things that help you make a prediction:

- a) Headings, pictures and other text features.
- b) The questions the author asks.
- c) Making connections to what you already know – your background knowledge and experience.
- d) Skimming, scanning and rereading the text.

Prediction sentence starters :

- a) Based on the title, subheadings, picture/diagram, etc.

“I predict that this page / chapter will be about....”

- b) I think the next chapter (or page) will be about....
- c) From the questions I think that I will find out about...
- d) Based on (a clue), I imagine that....

e) Based on what I know about...I believe that.

**b. Summarizing**

Summarizing provides the students with opportunity to identify, Paraphrase and integrate important information in the text. It requires the reader to call and state that gist he/she has constructed. Therefore, a reader who can summarize has activated background knowledge to integrate information appearing in the text, allocated attention to the main points, and evaluated the gist for consistency. The inability of the reader to summarize text indicates that comprehension is incomplete.

Summarising a text means picking out the main ideas and leaving out anything that is not essential. Good readers look for the main ideas as they read and can give 'the gist' of what they have read in their own. How to summarise what you read:

- a) Look at the topic sentences - the first sentence in each paragraph.
- b) Look at the concluding sentence or last sentence in each paragraph.
- c) Answer the - *Who? What? When? Where? Why? How?* of the text.
- d) Focus on key details.
- e) Use key words and phrases.
- f) Leave out little details that aren't important.
- g) Write only enough to convey the gist.
- h) Use thinking maps, mind maps, graphic organisers, etc. to plan your summary.

i) Use a coding system as you read.

**c. Questioning**

This step activates prior knowledge it is important to help them move beyond the literal to the interpretative. Students ask question that can be answered easily by providing a detail listed in the text. Asking Questions about a text helps you have a purpose or reason for reading and deepens your understanding. Good readers ask themselves questions all the time while they are reading and read to answer those question.

**d. Clarifying**

This step ensures that readers stay actively engaged with the text and helps them to clear up confusion when it arises. They check the difficult word, their understanding of vocabulary, unusual expressions, concepts, or other information that might be confusing, and they seek clarification during group discussion. Clarifying means making the meaning of the text clearer. Clarifying helps you recognise when you don't understand parts of the text. Good readers, when they notice they don't understand what they have read take steps to figure out the meaning. You read it but haven't got it when :

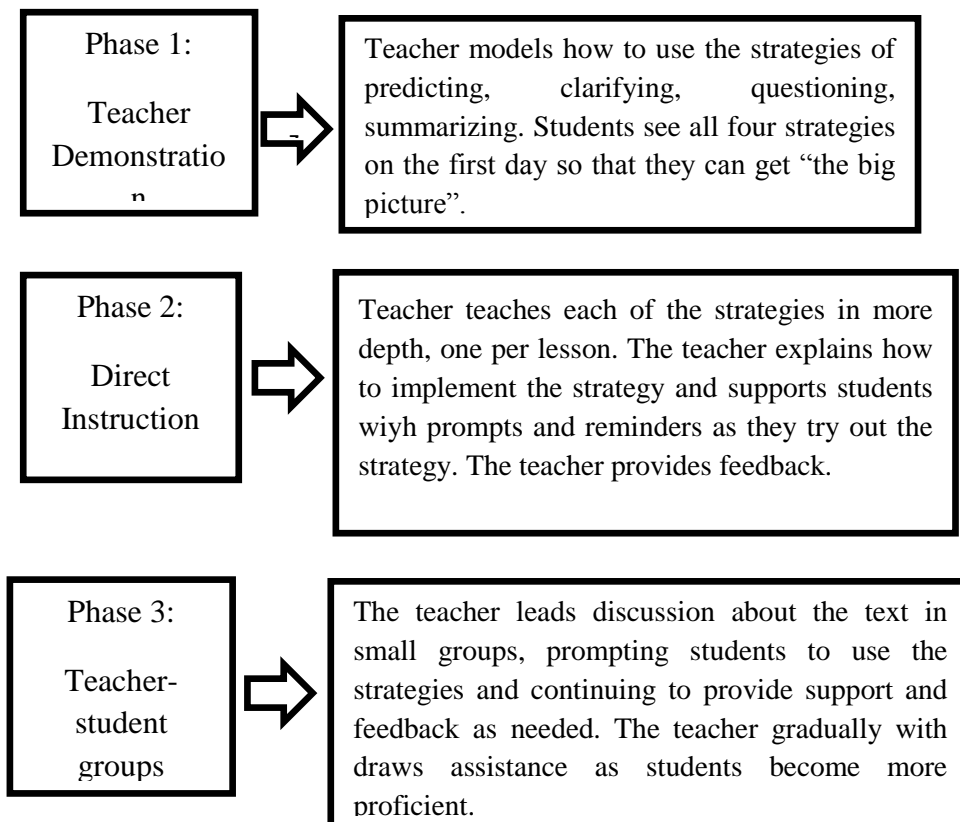
- a) The voice inside your head has stopped.
- b) Your mind begins to wander.
- c) You can't remember what you just read.
- d) The questions you have not answered.

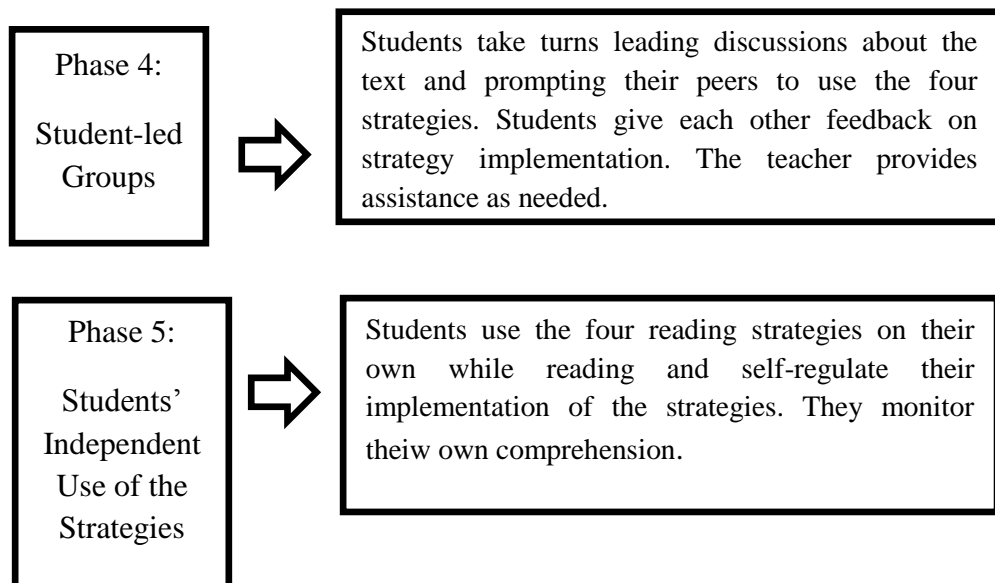
- e) You have no idea what a word or phrase means or can say a word but don't remember what it means.

Clarifying or fix – it up strategies:

- a) Re-read the part you don't understand, you may 'get it' the second time.
- b) Read forwards and backwards.
- c) If it's a word you don't understand, use the rest of the sentence to figure out what it means.
- d) Look at the text features for clues.
- e) Use a dictionary to look up words
- f) Ask a student or your teacher for help

### 3. Process of Reciprocal Teaching





**Figure 1.1 process of reciprocal Teaching**

#### **4. The Advantages of Reciprocal Technique**

There are some advantages if reciprocal technique is applied in the classroom activities in teaching reading. For the teacher, with reciprocal technique the teacher become critical partner in learning and providing corrective feedback. So it makes the teacher developing their comprehension ability in reading. Then reciprocal technique can motivate the students ,while they work in group member they become “expert”. Sharing their understanding of the text with each other. In this way, the students constuct their understanding of the text with each other.

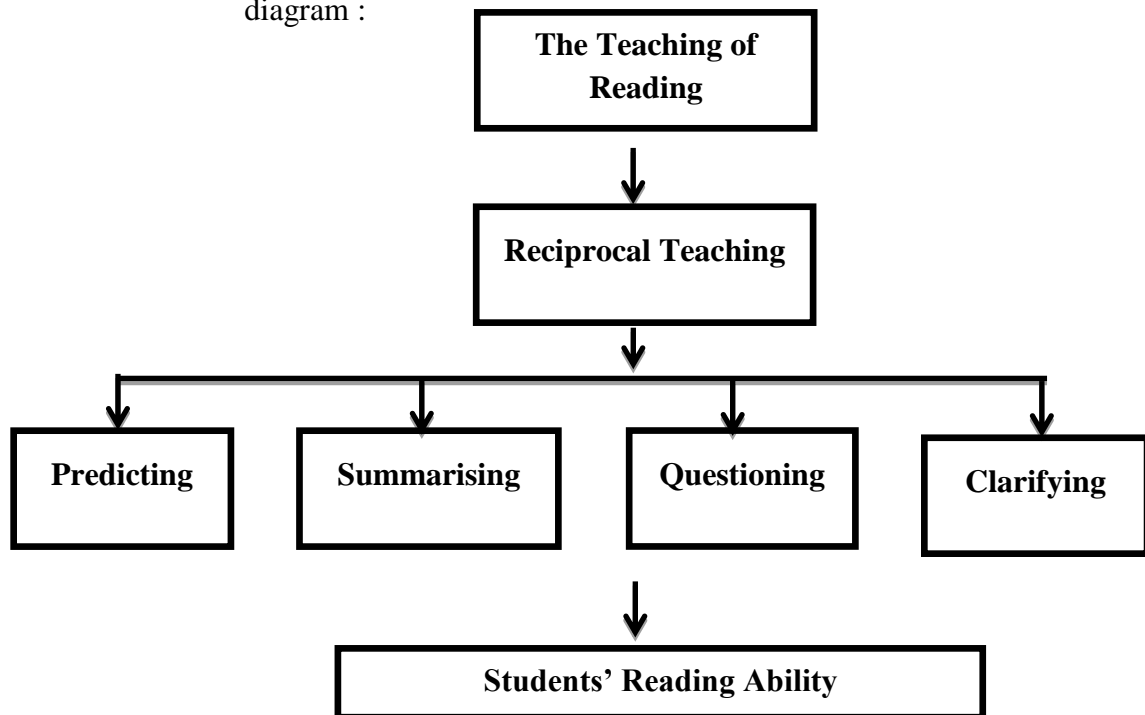
#### **5. The Implementation of Reciprocal Teaching**

When implementation the reciprocal technique, students assigned to read a paragraph and then teacher or students determine the students' role into four strategy of reciprocal technique, firstly is questioning, when

students have read the paragraph, they make a question about the paragraph which the answer can be found in the text and if there is an unclear text itself. After they have already asking question, clarifying something unclear in the text. They make a conclusion from the paragraph. The last is making prediction. Students make prediction, the upcoming events in the next paragraph that will going to rise from the previous paragraph.

### **E. Conceptual Framework**

The conceptual framework underline of this research in the following diagram :



**Figure 2.1 conceptual framework**

The explanation of conceptual framework :

Firstly, the teaching of reading will make students reading the text to improving their ability and increasing their words. Secondly in reciprocal teaching, students are divided into groups. Every group will identify the contents of the descriptive text based on four strategies of reciprocal teaching, namely summarizing, questioning, clarifying, and predicting. Then, they will explain to other groups listen explanation its group. Other groups will give their statement. Third, students' reading ability is measure ability of the students to understand the contents of descriptive text based on reciprocal teaching.

#### **F. Hypothesis**

Based on Previous Related Findings some concepts of theory and conceptual framework. The research puts forward a hypothesis as follow:

H0 : The Reciprocal Teaching can not improve the students' reading ability.

H1 : The Reciprocal Teaching improve the students' reading ability.

## CHAPTER III

### RESEARCH METHOD

This chapter outlines the method of this research. The researcher began by outlining the method that the researcher used for this study, and followed by research variable and indicator, research population and sample, research instrument, procedure of data collecting, and technique of data analysis.

#### **A. Research Design**

These research employed of *pre experimental research* consisting of one group pre test and post test design. There were three stages of this research : pre test, treatment, and post test. This was presented as follow :

$$O_1 \qquad X \qquad O_2$$

Where :  $O_1$  = Pre Test

$X$  = Treatment

$O_2$  = Post Test, (Gay in Asriani,2003:18)

Pre test was given before treatment. It aimed to know the reading ability of the students before gave treatment. The researcher asked the students to answer the questions of the text based on descriptive text.

In the treatment, the researcher conducted four meetings. Every meeting, the researcher gave descriptive text material.

Post test was used to find the students reading skill achievement after the treatment. The researcher asked the students to finish test of the paper about descriptive text.



## **B. Research Variable and Indicator**

### **1. Variable**

This research consisted of two variables namely :

- a. Independent Variable : Reciprocal Teaching
- b. Dependent Variable : The students' achievement in reading ability in terms of descriptive text

### **2. Indicator**

There were two aspects as indicators in this research :

- a. The students' reading ability at before and after they were taught Reciprocal Teaching.
- b. Literal comprehension covers main idea and supporting details.

## **C. Research Population and Sample**

### **1. Populations**

The population of the research were five classes of the eight grade students at SMP Nasional Makassar consisting of 150 students, each class consisted of 30 students.

### **2. Sample**

The researcher applied purposive sampling in this research. In purposive sampling, the teacher selected the class for the researcher. The sample was one class of the eight grade at SMP Nasional Makassar. The number of students in the class were 30 students.

## **D. Research Instrument**

The instrument used to collect data in this research was essay test in descriptive text. The test would be given before and after the treatment. They were pretest and post test. There are 5 questions based on the text.

## **E. Procedure of Data Collecting**

In collecting data the researcher used some procedures as follows :

### **1. Pretest**

The pretest was given before treatment. It was aimed to know the reading ability of the students before giving treatment. The researcher asked the students to answer the questions of the text based on text about descriptive text and gave 100 minutes time to them.

### **2. Treatment**

The researcher conducted treatment. For 4 meetings and every meeting the researcher gave Descriptive text material.

#### **a. First Meeting**

- 1) The students were divided into some groups. Then researcher gave descriptive text "Bongo the Orangutan" and read its text.
- 2) The students made question based on the text to other groups which unclear or they can not understand the content of text.
- 3) After that, other groups clarified the answer the question. Then they made conclusion from the paragraph.
- 4) The last was making prediction about the upcoming events in the next paragraph that was gone to rise from the previous paragraph and based on question other groups about meaning of the sentence in paragraph.

5) Teacher and students gave feedback about the text after discussing using reciprocal teaching.

b. Second Meeting

1) The students were divided into some groups. Then researcher gave descriptive text “Singapore“ and read its text.

2) The students made question based on the text to other groups which unclear or they did not understand the content of text.

3) After that, other groups clarified the answer of its question. Then they made conclusion from the paragraph.

4) The last was making prediction about the upcoming events in the next paragraph that was gone to rise from the previous paragraph and based on question other groups about meaning of the sentence in paragraph.

5) Teacher and students gave feedback about the text after discussing using reciprocal teaching.

c. Third Meeting

1) The students were divided into some groups. Then researcher gave descriptive text “Keukenhof Flower Park“ and read its text.

2) The students made question based on the text to other groups which unclear or they did not understand the content of text.

3) After that, other groups clarified the answer of its question. Then they made conclusion from the paragraph.

- 4) The last was making prediction about the upcoming events in the next paragraph that was gone to rise from the previous paragraph and based on question other groups about meaning of the sentence in paragraph.
- 5) Teacher and students gave feedback about the text after discussing using reciprocal teaching.

d. Fourth Meeting

- 1) The students were divided into some groups. Then researcher gave descriptive text “The Must-See Ambarawa Railway Museum” and read its text.
- 2) The students made question based on the text to other groups which unclear or they did not understand the content of text.
- 3) After that, other groups clarified the answer of its question. Then they made conclusion from the paragraph.
- 4) The last was making prediction about the upcoming events in the next paragraph that was gone to rise from the previous paragraph and based on question other groups about meaning of the sentence in paragraph.
- 5) Teacher and students gave feedback about the text after discussing using reciprocal teaching.

### **3. Post Test**

The post test was used to find the students reading skill achievement after the treatment. The researcher asked to the students to finish test of the paper about descriptive text and gave 100 minutes to them.

## F. Technique of Data Analysis

### a. Rubric Assessment Literal Comprehension (Main Idea)

**Table 3.1 Rubric Assessment Literal Comprehension (Main Idea)**

| No | Criteria   | Score |
|----|--|-------|
| 1  | Clearly identified the main idea by providing strong evidence, details relating to the main idea.      | 4     |
| 2  | Identified the main idea and provided adequate evidence, details relating to the main idea             | 3     |
| 3  | Limited main idea identification and limited evidence, details relating to the main idea               | 2     |
| 4  | Did not identify the main idea of the story or provide any evidence, details relating to the main idea | 1     |

(Harmer, 1995)

### b. Rubric Assessment Literal Comprehension (Supporting Details)

**Table 3.2 Rubric Assessment Literal Comprehension (Supporting Details)**

| No | Criteria   | Score |
|----|--|-------|
| 1  | Relevant telling quality details give reader important information that goes beyond the obvious or predictable           | 4     |
| 2  | Supporting idea or information were relevant, but one key issue almost unsupported or more predictable than others       | 3     |
| 3  | Supporting idea or information were relevant, but one or more key issues almost unsupported or fairly predictable        | 2     |
| 4  | Supporting idea or information were somewhat relevant, but several key issues were unsupported or all fairly predictable | 1     |

(Harmer, 1995)

### c. Scoring Classification Students' Reading Skill

**Table 3.2 Scoring Classification Students' Reading Skill**

| No | Score  | Classification |
|----|--------|----------------|
| 1  | 96-100 | Excellent      |
| 2  | 86-95  | Very Good      |
| 3  | 76-85  | Good           |
| 4  | 66-75  | Fairly Good    |
| 5  | 56-65  | Fair           |

|   |       |           |
|---|-------|-----------|
| 6 | 36-55 | Poor      |
| 7 | 00-35 | Very Poor |

(Depdikbud, 1981:45)

- d. Calculating the mean score of the students' reading skill by using the following formula:

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

Notes :

X = Mean score

$\sum X$  = The Sum of all score

N = The number of students , (Gay in Rahmah, 2006:320)

- e. To know how improvement of the score in literalcomprehension

The improvement of the students' score in main idea and supporting details:

$$P = \frac{x2-x1}{x1} \times 100$$

Where :

P = Percentage of the students

X1 = The mean score of pre test

X2 = The mean Score post test,

(Sudjana in Sabriah, 2002:32)

- f. Finding out the significant different between the pre test and post test by using the following ( Gay in Rahmah, 1981:331)

Formula :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D^2}{N}\right)}{N(N-1)}}$$

Where :

t = Test significance

D = The mean of the different

$\bar{D}$  = The sum of all score

N = The total number of score

g. The criteria used to accept or reject the hypothesis.

*The Classifying of Testing*

| <b>Testing</b>   | <b>Null Hypothesis</b> | <b>Alternative Hypothesis</b> |
|------------------|------------------------|-------------------------------|
| T-test > T-table | Rejected               | Accepted                      |
| T-test < T-table | Accepted               | Rejected                      |

(Gay, 1981: 49)

After calculating the value of t-test, it was compared with the value of t-table. When it was found the value of t-test was greater than the value of t-table, it means that Null Hypothesis (Ho) is rejected and Alternative Hypothesis (H<sub>1</sub>) is accepted because there was significant difference between pre-test and post-test before and after using reciprocal teaching in reading ability. Meanwhile, when the value of t-test was lower than the value of t-table, it meant that Null Hypothesis (Ho) is accepted and Alternative hypothesis (H<sub>1</sub>) is rejected because there was no significant difference between pre-test and post-test before and after reciprocal teaching in reading ability.

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

This chapter consist of findings and discussion of the research. The findings of the research present the result improvement of the students' reading ability on literal comprehension dealing the mean idea and supporting details and the discussion of the research covers furthur explanation of the findings.

**A. FINDINGS**

**1. The Students' Score Classification of Reading Ability in Findings of Main Idea**

Based on analysis data, literal comprehension of students in findings of main idea improved in mean score pre test to post test based on Appendix F and G (35,83 to 67,5) with the range was 31,67 and improvement was 88,38 % (Appendix J). It could be seen in the table score classification of main idea pretest and post test in reading ability below :

**Table 4.1 The Table Classification on Percentage Main Idea**

| No | Classification | Score  | Pretest |        | Post test |        |
|----|----------------|--------|---------|--------|-----------|--------|
|    |                |        | F       | %      | F         | %      |
| 1  | Excellent      | 96-100 | 0       | 0      | 4         | 13,33% |
| 2  | Very Good      | 86-95  | 0       | 0      | 6         | 20%    |
| 3  | Good           | 76-85  | 0       | 0      | 0         | 0      |
| 4  | Fairly Good    | 66-75  | 0       | 0      | 3         | 30%    |
| 5  | Fair           | 56-65  | 0       | 0      | 7         | 23,33% |
| 6  | Poor           | 36-55  | 17      | 56,66% | 10        | 33,33% |
| 7  | Very Poor      | 00-35  | 13      | 43,33% | 0         | 0      |
|    | Total          |        | 30      | 100%   | 30        | 100%   |

(Depdikbud, 1981:45)



The table above shows about the score classification in pre-test and post-test. In pre test were classified that 17 students (56,66%) was poor and 13 students (43,33%) was very poor. Therefore, in post were classified that 4 students (13,33%) was excellent, 6 students (20%) was very good, 3 students (10%) was fairly good, 7 students (23,33%) was fair and 10 students (33,33%) was poor.

## **2. The Improvement of the Students' Literal Reading Comprehension in Findings of Main idea**

The researcher used Reciprocal Teaching in treatment to see the students' improvement in reading in findings of the main idea and there was improvement in pre test to post test. It was showed from mean score of the students in pretest to post based on Appendix F and G and improvement percentage in pre test to post test based on Appendix J. It could be seen in the table below :

**Table 4.2 The students' Improvement in Terms of Main Idea**

| No | Indicator   | Pre-Test | Post-Test | Range |
|----|-------------|----------|-----------|-------|
| 1. | Mean score  | 35,83    | 67,5      | 31,67 |
| 2. | Improvement | 88,38%   |           |       |

Based on the data Table 4.2, it was showed that there was improvement the mean score of the students in pre test (35,83) to post test (67,5) in findings of main idea with the range was 31,67 and there was improvement was 88,38 %. The result based on analysis, the score of literal comprehension in findings of main idea was higher than pre test.

### 3. The Students' Score Classification of Reading Ability in Findings of Supporting Details

Based on analysis data, literal comprehension of students in findings of supporting details improved in mean score pre test to post test based on Appendix F and G (33,33 to 62,5) with the range was 29,17 and improvement was 87,51% (Appendix J). It could be seen in the table score classification of supporting details pretest and post test in reading ability below :

**Table 4.3 The Table Classification on Percentage Supporting Details**

| No | Classification | Score  | Pretest |      | Post test |        |
|----|----------------|--------|---------|------|-----------|--------|
|    |                |        | F       | %    | F         | %      |
| 1  | Excellent      | 96-100 | 0       | 0    | 0         | 0      |
| 2  | Very Good      | 86-95  | 0       | 0    | 4         | 13,33% |
| 3  | Good           | 76-85  | 0       | 0    | 0         | 0      |
| 4  | Fairly Good    | 66-75  | 0       | 0    | 6         | 20%    |
| 5  | Fair           | 56-65  | 0       | 0    | 9         | 30%    |
| 6  | Poor           | 36-55  | 12      | 40%  | 6         | 20%    |
| 7  | Very Poor      | 00-35  | 18      | 60%  | 5         | 16,66% |
|    | Total          |        | 30      | 100% | 30        | 100%   |

(Depdikbud, 1981:45)

The table above shows about the score classification in pre-test and post-test of supporting details. In pre test were classified that 12 students (40%) was poor and 18 students (60%) was very poor. Therefore, in post test were classified that 4 students (13,33%) was very good, 6 students (20%) was fairly good, 9 students (30%) was fair, 6 students (20%) was poor and 5 students (16,66%) was very poor.

#### **4. The Improvement of the Students Literal Comprehension in Findings of Supporting Details**

The researcher also assessed the students in findings of supporting details. It was begin pre-test to post-test. After the researcher gave pre-test and post-test, there was improvement in reading ability in findings of supporting details of the text. It was indicated by the significant difference between student's pre-test and post-test score. Beside that, the researcher also had counted improvement percentage of students. It could be seen on Appendix J. It showed at the following table:

**Table 4.4 The Students' Improvement in Terms of Supporting Details**

| No | Indicator   | Pre-Test | Post-Test | Range |
|----|-------------|----------|-----------|-------|
| 1. | Mean score  | 33,33    | 62,5      | 29,17 |
| 2. | Improvement | 87,51%   |           |       |

Table 4.4 described that mean score in pre-test was lower than mean score of post test. It means that there was improved of literal comprehension in findings of supporting details from pre test to post test based on data Analysis in Appendix D. Mean score in pre-test was 33,33 and mean score of post-test was 62,5. Range from pre test to post test was 29,17 with improvement of percentage was 87,51 %.

Based on the data, we could conclude that there was improvement of the students in pre test to post test. It means that using of reciprocal teaching in learning was effective in improve students' reading ability in findings of supporting details.

## 5. Hypothesis Testing

In order to know whether or not the difference between pre test and post test was significant, the t-test analysis from students's score in Reading ability. The result of t-test could be seen on Appendix K. The following table showed the result of t-test calculation :

**Table 4.5 The T-Test Analysis of the Students' Improvement**

| Variable        | t-test value | t-table value | Remark                  |
|-----------------|--------------|---------------|-------------------------|
| Students' score | 8,694        | 2,045         | different significantly |

The Table 4.5 above showed that t-test value was greater than t-table (8,694>2,045). It could be seen on Appendix K. Based on this result, it was concluded that there was different significantly.

After calculation the t-test value, then it was compared with the value of t-table with the level of significance ( $p$ ) = 0.05 with the degree of freedom ( $df$ )=29, because the total number of the students was 30 students ( $N-1$ ) = 29 therefore ( $df$ )=29. The value of t-test was greater than t-table value (8,694>2,045). Based on the elaboration above, it can be concluded that the null hypothesis ( $H_0$ ) was rejected. Otherwise, the alternative hypothesis ( $H_1$ ) was accepted. In other words, there was different significantly between students' reading ability before and after using reciprocal teaching at the eight grade students of SMP Nasional Makassar.

## B. DISCUSSION

This part presents a discussion dealing with the in interpretation of the research findings derived from the result of data analysis and researcher note during the researcher to depict the improvement of the students' reading ability using

reciprocal teaching. From the result of the pretest and post test, it can be concluded that there is a significant difference between the students' mean score pretest to post test before and after treatment using reciprocal teaching in terms of main idea and supporting details.

### **1. The Improvement the Students' Literal Reading Comprehension in Findings of Main Idea**

The result of the analysis revealed that there was a significant difference mean score pretest to post test of students in terms of main idea. in pretest, mean score of students is lower ( 35,83) before using reciprocal teaching. After using reciprocal teaching in treatment, the mean score of post test was higher (67,5).It could be seen in the table4.2 and it can be proved from the T-test>T-table. It means that using reciprocal teaching to teach writing can enhance the students' writing skill in terms main idea.

In the reciprocal teaching, there are four strategies applied. They are predicting, clarifying, quetioning and summarizing. These strategies involve discussion and question and answer among the students. During the discussion, the students collaborate to find the main idea of the text. After that, the students explained the other groups the result their discussing. These activities can help all students understand the main idea of the text.

Majeed (2013) claimed thatreciprocal teaching technique proved to be an excellent learning strategy for devoloping and enhancing students' reciprocal skill. It is noticed that the use of the four strategies: predicting, questioning, clarifying, and summarizing by the students throughout the reciprocal teaching

enhanced their understanding, and reciprocal teaching technique helped poor readers to develop their reading skill through the use of predicting, clarifying, questioning, and summarizing which enabled them to interact with the text.

From the explanation above, improvement of the students' mean score in pretest and post test proved that using reciprocal teaching is effective to improve the students' reading ability in main idea after treatment.

## **2. The Improvement the Students' Literal Reading Comprehension in Findings of Supporting Details**

The result of the analysis that there was a significant difference mean score pretest to post test of students in terms of main idea. in pretest, mean score of students was lower (33,33) before using reciprocal teaching. After using reciprocal teaching in treatment, mean score of post test was higher (62,5). It could be seen in the table 4.4 and it can be proved from the T-test>T-table. It means that improving students' reading ability using reciprocal in terms main idea is effective.

Reciprocal Teaching can help students improve their reading ability. Using the strategies in reciprocal teaching, the students discussed with their group to determine of supporting details. Discussing made the students able to find the supporting details in the reading text during treatment by using reciprocal teaching. All the group members will work together to help each other to find the answer of the questions. AnAccording to Chen & Kong (2016), Reciprocal Teaching stresses on common construction and learning through the interaction between teachers and students and among students, the spirit of group

cooperation, and group honor so that those with high capability are willing to lead ones with low capability, while those with low capability could automatically learn and enhance the learning effectiveness by applying strategies to the real common practice through the guidance of leaders in the learning process.

From the explanation above, improvement of the students' mean score in pretest and post test proved that using reciprocal teaching is effective to improve the students' reading ability in main idea after treatment.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusions based on the data analysis and findings in the previous chapter. The second part presents some suggestion findings based on the findings and conclusions of this research.

#### **A. Conclusion**

Based on the data analysis and discussion gathered in the previous chapters, it can be concluded that using reciprocal teaching can improve the students' reading ability in terms of main idea and supporting details in teaching descriptive text. It is proved by the improvement of main idea which was 88,38 % and improvement of supporting details which was 87,51 %. From the data analysis, alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected ( $8,694 > 2,045$ ). It means that using reciprocal teaching is effective to improve students' reading ability in terms of main idea and supporting details.

#### **B. Suggestion**

As the result of using reciprocal teaching, the researcher would like to give some the suggestion for the english teacher, the students and the next researchers:



1. For the English teacher :
  - a) The English teachers are suggested to apply reciprocal teaching in learning process especially in teaching reading ability to identifying main idea and supporting details of the text.
  - b) The English teachers should maximize in giving guidance to the students in learning and teaching process, especially when using reciprocal teaching.
  - c) The English teachers should be creative in teaching using reciprocal teaching method because there are many methods that could be creative in designing the lesson material that will be given to the students, so that the students will be more interested in teaching and learning process.
  - d) The English teachers should be creative to manage the material presentation in the classroom for teaching reading ability such as using reciprocal teaching.
2. For the students, the students should increase their ability to learn reading by using reciprocal teaching.
3. For the next researchers :
  - a) The next researchers are expected that this finding can be a reference for them to conduct the similar research study about reading ability and its testing.
  - b) The result of this research can be used as an additional reference or further research with different discussion for the next researchers.

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## **APPENDIX A**

### **PRE-TEST**

Read following text with carefully

#### **A Tree**

There are three main parts of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It consists of leaves, branches, and twigs. The crown filters dust and other particles from the air. The leaves produce food for the tree through photosynthesis.

The trunk or stem of a tree supports the crown and gives the tree its shape and strenght. The trunk consists of some layers. The layers carry water and minerals up from the roots to the leaves, and they are carry sugar down from the leaves to the branches, trunk and roots.

Tree's roots absorb water and nutrients from soil, store sugar and hold the tree upright in the ground. Some roots can go down more than four meters.

Answer the quetions based on the text !

1. What is the main idea of the text ?
2. How many parts of a tree ? Mention it !
3. What is the function of the crown, trunk, and root ?
4. How many parts of the crown ? Mention it !
5. Where is the place of photosynthesis ?

## APPENDIX B

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Satuan Pendidikan : SMP Nasional Makassar

Kelas/Semester : VIII/1

Mata Pelajaran : Bahasa Inggris

Topik : Descriptive Text

Skill : Reading

Alokasi Waktu : 4 x 2 JP

#### A. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk

descriptive yang berkaitan dengan lingkungan sekitar.

#### B. Kompetensi Dasar

5.1 Merespon makna dan langkah-langkah retorika dalam esei pendek sederhana

secara akurat, lancar dan berterima yang berkaitan dengan lingkungan

sekitar

dalam teks berbentuk descriptive.

### C. Indikator Pencapaian

1. menentukan ide pokok yang ada pada teks deskriptive
2. mengidentifikasi makna dan gagasan dalam descriptive text
3. menjelaskan hasil diskusi kelompok.

### D. Tujuan Pembelajaran

1. Siswa dapat menangkap informasi spesifik yang ada pada teks descriptive.
2. Siswa dapat mengidentifikasi makna dan gagasan dalam teks descriptive.
3. Siswa dapat mengidentifikasi aspek-aspek yg ada pada teks descriptive.

### E. Materi

- Pertemuan pertama :

#### **Bongo the Orangutan**

There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast feeds them.

Questions :

1. What is the main idea of the text ?
2. What do people call "orangutan" ?
3. Where is Bongo from ?
4. What are the characteristics of Bongo ?
5. What is the kind of Bongo animal ?

➤ Pertemuan Kedua :

## **Singapore**

Singapore is an island city of about 4 million people. It's a beautiful city with lots of parks and open spaces. It's also a clean city.

Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older sections. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days.

Singapore is famous for its shops and restaurants. There are many good shopping centers. Most of the goods are duty free. Singapore's restaurants sell Chinese, Indian, Malay and European food, and the prices are quite reasonable.



Questions :

1. What is the main idea of the text ?
2. How big is the population of Singapore ?
3. Where do most people live ?
4. What can we find in Chinatown ?
5. What is Singapore most famous for ?

➤ Pertemuan Ketiga:

### **Keukenhof Flower Park**

Keukenhof Flower Park is also known as the Garden of Europe. It is situated near Lisse, Netherlands. It is the world's largest flower garden. Keukenhof is more than 150 years old. Its first grounds were founded around 1840.

Everyone who loves flowers knows Keukenhof Flower Park. There are so many kinds of beautiful flowers. There are approximately 54,520 acres of parkland planted with tulips and other bulbs. Keukenhof is open from the last week of March to mid-May. The best time to view the tulips is around mid-April. However, it depends on the weather. In seven weeks Keukenhof has about 800,000 visitors.

Questions :

1. What is the main idea of the text ?
2. What is the other name of Keukenhof Flower Park ?
3. Where is Keukenhof located ?
4. How old is Keukenhof Flower Park ?
5. When is Keukenhof open ?

➤ Pertemuan Keempat :

### ➤ The Must-see Ambarawa Railway Museum

You can easily be accused of committing a tourism sin if you're in Semarang and failed to visit the Ambarawa Railway Museum. This museum is situated less than an hour's drive from the capital of Central Java. During the Dutch colonial days, Ambarawa was a military zone and the railway station was used to transport troops to Semarang through Kedungjati. It is at 474 m above sea level, giving you unpolluted fresh air to breathe. The Ambarawa Railway Museum is well maintained. It is a medium-sized building. The railway route is offered to visitors. You can enjoy the beautiful panorama during the route. All in all, this is a truly exciting treasure to visit.

(Source: Dit. PSMP, 2006)

### *Questions:*

1. What is the text mainly about?
2. Where is it located?
3. How did the Dutch use the Ambarawa railway station?
4. Why can we breathe fresh air there?
5. Why is it a must for us to visit this place?

## F. Metode Pembelajaran

### Reciprocal Teaching

## G. Langkah-Langkah Kegiatan Pembelajaran

### ➤ Pertemuan pertama

#### 1. Pendahuluan

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka,

mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

- Guru memberi salam dan menyapa peserta didik.
- Guru mengecek kehadiran siswa.
- Dengan bimbingan guru, siswa mengungkapkan bagaimana mendeskripsikan sesuatu atau seseorang.

## **2. Inti**

### **Eksplorasi**

#### **1) Mengamati**

- Sebelum membagi kelompok, guru menjelaskan tentang reciprocal teaching dan strategi yang dipakai dalam reciprocal teaching yaitu predicting, clarifying, questioning dan summarizing.
- Dengan bimbingan guru, siswa dibagi menjadi beberapa group dan setiap anggota kelompok memiliki tugas masing-masing.
- Siswa membaca text descriptive yang diberikan oleh guru.

#### **2) Menanya**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks descriptive.
- Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

#### **3) Mengumpulkan Data atau Informasi**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut.
- Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut dengan menggunakan strategi dalam reciprocal teaching.

### **Elaborasi**

#### **4) Mengasosiasi/Menganalisis Data atau Informasi**

Masing-masing kelompok akan mendiskusikan descriptive text yang telah dibaca sesuai dengan 4 strategi yang digunakan dalam reciprocal teaching

### **Komunikasi**

#### **5) Mengomunikasikan**

- Setiap kelompok membacakan hasil diskusi sesuai yang didiskusikan dengan anggota kelompoknya. Masing-masing kelompok memiliki perwakilan untuk mempresentasikan hasil diskusinya.
- Siswa memperhatikan dan mengoreksi jawaban dari kelompok lain

### **3. Penutup**

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

## **➤ Pertemuan Kedua**

### **1. Pendahuluan**

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru memberi salam dan menyapa peserta didik.
- Guru mengecek kehadiran siswa.
- Guru bertanya kepada siswa materi teks sebelumnya sebelum ke teks selanjutnya.

## **2. Inti**

### **Eksplorasi**

#### **1) Mengamati**

- Sebelum membagi kelompok, guru menjelaskan tentang reciprocal teaching dan strategi yang dipakai dalam reciprocal teaching yaitu predicting, clarifying, questioning dan summarizing.
- Dengan bimbingan guru, siswa dibagi menjadi beberapa group dan setiap anggota kelompok memiliki tugas masing-masing.
- Siswa membaca text descriptive yang diberikan oleh guru.

#### **2) Menanya**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks descriptive.
- Guru menjelaskan tentang struktur teks dan struktur bahasa yang

ada pada teks.

### **3) Mengumpulkan Data atau Informasi**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut.
- Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut dengan menggunakan strategi dalam reciprocal teaching.

## **Elaborasi**

### **4) Mengasosiasi/Menganalisis Data atau Informasi**

Masing-masing kelompok akan mendiskusikan descriptive text yang telah dibaca sesuai dengan 4 strategi yang digunakan dalam reciprocal teaching

## **Komunikasi**

### **5) Mengomunikasikan**

- Setiap kelompok membacakan hasil diskusi sesuai yang didiskusikan dengan anggota kelompoknya. Masing-masing kelompok memiliki perwakilan untuk mempresentasikan hasil diskusinya.
- Siswa memperhatikan dan mengoreksi jawaban dari kelompok lain

## **4. Penutup**

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

## ➤ **Pertemuan ketiga**

### **1. Pendahuluan**

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru memberi salam dan menyapa peserta didik.
- Guru mengecek kehadiran siswa.
- Guru bertanya kepada siswa materi teks sebelumnya sebelum ke teks selanjutnya.

### **2. Inti**

#### **Eksplorasi**

##### **1) Mengamati**

- Sebelum membagi kelompok, guru menjelaskan tentang reciprocal teaching dan strategi yang dipakai dalam reciprocal teaching yaitu predicting, clarifying, questioning dan summarizing.
- Dengan bimbingan guru, siswa dibagi menjadi beberapa group dan setiap anggota kelompok memiliki tugas masing-masing.
- Siswa membaca text descriptive yang diberikan oleh guru.

##### **2) Menanya**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks descriptive.
- Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

### **3) Mengumpulkan Data atau Informasi**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut.
- Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut dengan menggunakan strategi dalam reciprocal teaching.

## **Elaborasi**

### **4) Mengasosiasi/Menganalisis Data atau Informasi**

Masing-masing kelompok akan mendiskusikan descriptive text yang telah dibaca sesuai dengan 4 strategi yang digunakan dalam reciprocal teaching

## **Komunikasi**

### **5) Mengomunikasikan**

- Setiap kelompok membacakan hasil diskusi sesuai yang didiskusikan dengan anggota kelompoknya. Masing-masing kelompok memiliki perwakilan untuk mempresentasikan hasil diskusinya.
- Siswa memperhatikan dan mengoreksi jawaban dari kelompok lain

## **5. Penutup**



- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

➤ **Pertemuan keempat**

**1. Pendahuluan**

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru memberi salam dan menyapa peserta didik.
- Guru mengecek kehadiran siswa.
- Guru bertanya kepada siswa materi teks sebelumnya sebelum ke teks selanjutnya.

**2. Inti**

**Eksplorasi**

**1) Mengamati**

- Sebelum membagi kelompok, guru menjelaskan tentang reciprocal teaching dan strategi yang dipakai dalam reciprocal teaching yaitu predicting, clarifying, questioning dan summarizing.

- Dengan bimbingan guru, siswa dibagi menjadi beberapa group dan setiap anggota kelompok memiliki tugas masing-masing.
- Siswa membaca text descriptive yang diberikan oleh guru.

## **2) Menanya**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks descriptive.
- Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

## **3) Mengumpulkan Data atau Informasi**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut.
- Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut dengan menggunakan strategi dalam reciprocal teaching.

## **Elaborasi**

### **4) Mengasosiasi/Menganalisis Data atau Informasi**

Masing-masing kelompok akan mendiskusikan descriptive text yang telah dibaca sesuai dengan 4 strategi yang digunakan dalam reciprocal teaching

## **Komunikasi**

### **5) Mengomunikasikan**

- Setiap kelompok membacakan hasil diskusi sesuai yang didiskusikan dengan anggota kelompoknya. Masing-masing kelompok memiliki perwakilan untuk mempresentasikan hasil diskusinya.
- Siswa memperhatikan dan mengoreksi jawaban dari kelompok lain

### 6) Penutup

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru menjelaskan rencana kegiatan untuk test akhir pada pertemuan kelima.

#### I. Media/ alat, Bahan, dan Sumber Belajar

1. Media/ alat : whiteboard, board marker, teks.
2. Sumber Belajar: internet (google/images) dan buku pelajaran/paket

#### J. Assessment/ Penilaian

- a. Instrument : Teks Deskriptive
- b. Rubrik Penilaian

$$score = \frac{students' answer}{maximum score} \times 100$$

#### Rubric Assessment of Literal Comprehension (Main Idea)

| No. | Criteria   | Score |
|-----|--|-------|
| 1   | Clearly identified the main idea by providing strong evidence, details relating to the main idea | 4     |
| 2   | Identified the main idea and provided adequate evidence, details relating to the main idea       | 3     |
| 3   | Limited main idea identification and limited evidence, details relating to the main idea         | 2     |

|   |  |   |
|---|--|---|
| 4 | Did not identify the main idea of the story or provide any evidence, details relating to the main idea | 1 |
|---|--|---|

(Harmer, 1995)

Rubric Assessment of Literal Comprehension (Supporting Details)

| No. | Criteria   | Score |
|-----|--|-------|
| 1   | Relevant telling quality details give reader important information that goes beyond the obvious or predictable           | 4     |
| 2   | Supporting idea or information were relevant, but one key issue almost unsupported or more predictable than others       | 3     |
| 3   | Supporting idea or information were relevant, but one or more key issues almost unsupported or fairly predictable        | 2     |
| 4   | Supporting idea or information were somewhat relevant, but several key issues were unsupported or all fairly predictable | 1     |

(Harmer, 1995)

➤ Scoring students' reading skill

| No | Score  | Classification |
|----|--------|----------------|
| 1  | 96-100 | Excellent      |
| 2  | 86-95  | Very Good      |
| 3  | 76-85  | Good           |
| 4  | 66-75  | Fairly Good    |
| 5  | 56-65  | Fair           |
| 6  | 36-55  | Poor           |
| 7  | 00-35  | Very Poor      |

(Depdikbud, 1981:45)

Makassar, November 2018

Mahasiswa

**Tesilia**  
**NIM. 10535579714**

## Meeting 1

### Bongo the Orangutan

There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast feeds them.

Questions :

1. What is the main idea of the text ?
2. What is people's call "orangutan" ?
3. Where is from Bongo ?
4. What are characteristic of Bongo ?
5. What is animal's kind of Bongo ?

## Meeting 2:

### Singapore

Singapore is an island city of about 4 million people. It's a beautiful city with lots of parks and open spaces. It's also a clean city.

Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older sections. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days.

Singapore is famous for its shops and restaurants. There are many good shopping centers. Most of the goods are duty free. Singapore's restaurants sell Chinese, Indian, Malay and European food, and the prices are quite reasonable.

Questions :

1. What is the main idea of the text ?
2. How big is the population of Singapore ?
3. Where do most people live ?
4. What can we find in Chinatown ?
5. What is Singapore most famous for ?

### **Meeting 3:**

#### **Keukenhof Flower Park**

Keukenhof Flower Park is also known as the Garden of Europe. It is situated near Lisse, Netherlands. It is the world's largest flower garden. Keukenhof is more than 150 years old. Its first grounds were founded around 1840.

Everyone who loves flowers knows Keukenhof Flower Park. There are so many kinds of beautiful flowers. There are approximately 54,520 acres of parkland planted with tulips and other bulbs. Keukenhof is open from the last week of March to mid-May. The best time to view the tulips is around mid-April. However, it depends on the weather. In seven weeks Keukenhof has about 800,000 visitors.

#### **Questions :**

1. What is the main idea of the text ?

Answer :

2. What is the other name of Keukenhof Flower Park ?

Answer :

3. Where is Keukenhof located ?

Answer :

4. How old is Keukenhof Flower Park ?

Answer :

5. When is Keukenhof open ?

Answer :

## Meeting 4

### The Must-see Ambarawa Railway Museum

You can easily be accused of committing a tourism sin if you're in Semarang and failed to visit the Ambarawa Railway Museum. This museum is situated less than an hour's drive from the capital of Central Java. During the Dutch colonial days, Ambarawa was a military zone and the railway station was used to transport troops to Semarang through Kedungjati. It is at 474m above sea level, giving you unpolluted fresh air to breathe. The Ambarawa Railway Museum is well maintained. It is a medium-sized building. The railway route is offered to visitors. You can enjoy the beautiful panorama during the route. All in all, this is a truly exciting treasure to visit.

(Source: Dit. PSMP, 2006)

#### *Questions:*

6. What is the text mainly about?
7. Where is it located?
8. How did the Dutch use the Ambarawa railway station?
9. Why can we breathe fresh air there?
10. Why is it a must for us to visit this place?



## **APPENDIX C**

### **POST TEST**

Read following text with carefully

#### **MARK ELLIOT ZUCKERBERG**

Mark Elliot Zuckerberg is an American computer programmer and internet entrepreneur. He is the the co-founder of facebook, the famous social media. His name was in the list of 100 wealthiest and most influential people in the world since 2010 by time magazine.

About his physical appereane, Mark's body is 170 centimeters tall wit the weight 76 kilograms. His hair color is red and his eyes are blue. Mark Zuckerberg was born on 14th May 1984 in New York, USA. Therefore, he is 33 years old by 2017. Mark Zuckerberg has married to Priscilla Chan and they have one daughter named Maxima Chan Zuckerberg.

Answer the questions based on the text!

1. What is the main idea of the text ?
2. Who is Mark Elliot Zuckerberg ?
3. How long tall and weight of Mark Elliot Zuckerberg ?
4. When was his born ?
5. Who is name his wife and his daughter ?

DIAN EKA FEBRIYANTI  
VIII B

$$\frac{25 + 50}{2} = \underline{\underline{37,5}}$$

### PRE-TEST

Read following text with carefully

#### A Tree

There are three main parts of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It consists of leaves, branches, and twigs. The crown filters dust and other particles from the air. The leaves produce food for the tree through photosynthesis.

The trunk or stem of a tree supports the crown and gives the tree its shape and strenght. The trunk consists of some layers. The layers carry water and minerals up from the roots to the leaves, and they are carry sugar down from the leaves to the branches, trunk and roots.

Tree's roots absorb water and nutrients from soil, store sugar and hold the tree upright in the ground. Some roots can go down more than four meters.

Answer the quetions based on the text !

1. What is the main idea of the text ?
2. How many parts of a tree ? Mention it !
3. What is the function of the crown, trunk, and root ?
4. How many parts of the crown ? Mention it !
5. Where is the place of photosynthesis ?

- Jawaban.
- 1- They are crown, trunk, and root.  $\frac{1}{9} \times 100 = \frac{25}{9}$
  - 2- It consists of leaves, branches, and twigs.
  3. 1. the crown is at the top of the tree  
2. the trunk or stem of a tree supports the crown and gives the tree shape and strenght.  
3. there's roots absorb water and nutrients from soil. store sugar & hold th tree

4. Of leaves, branches, and twigs  
5. The layers carry water.

$$\frac{2}{9} \times 100 = \frac{200}{9} \approx 22.22\%$$

DIAN EKA F  
VIII B

$$\frac{100 + 87,5}{2} = \underline{\underline{93,75}}$$

### POST TEST

Read following text with carefully

#### MARK ELLIOT ZUCKERBERG

Mark Elliot Zuckerberg is an American computer programmer and internet entrepreneur. He is the the co-founder of facebook, the famous social media. His name was in the list of 100 wealthiest and most influential people in the world since 2010 by time magazine.

About his physical appereane, Mark's body is 170 centimeters tall wit the weight 76 kilograms. His hair color is red and his eyes are blue. Mark Zuckerberg was born on 14th May 1984 in New York, USA. Therefore, he is 33 years old by 2017. Mark Zuckerberg has married to Priscilla Chan and they have one daughter named Maxima Chan Zuckerberg.

Answer the questions based on the text!

1. What is the main idea of the text ?
2. Who is Mark Elliot Zuckerberg ?
3. How long tall and weight of Mark Elliot Zuckerberg ?
4. When was his born ?
5. Who is name his wife and his daughter ?

Answer :

1.  $\frac{9}{7} \times 100 = 128,57$   
The main idea of the text is Mark Elliot Zuckerberg is an American Computer Programmer and Internet entrepreneur.
2.  $\frac{3,5}{4} \times 100 = 87,5$   
Mark Elliot Zuckerberg is an American computer programmer and Internet entrepreneur.
3. The long tall and weight of mark Elliot Zuckerberg is 170 centimeters tall with the weight 76 kilograms.

4. He was born on 14th May 1984 in New York, USA.

8. The name his wife Priscilla Chan and his Maxine Chan Zuckerberg

Ummu Aisyah Abdillah  
VII-B

$$\frac{50 + 25}{2} = \frac{75}{2} = \underline{\underline{37,5}}$$

### PRE-TEST

Read following text with carefully

#### A Tree

There are three main parts of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It consists of leaves, branches, and twigs. The crown filters dust and other particles from the air. The leaves produce food for the tree through photosynthesis.

The trunk or stem of a tree supports the crown and gives the tree its shape and strength. The trunk consists of some layers. The layers carry water and minerals up from the roots to the leaves, and they carry sugar down from the leaves to the branches, trunk and roots.

Tree's roots absorb water and nutrients from soil, store sugar and hold the tree upright in the ground. Some roots can go down more than four meters.

Answer the questions based on the text !

1. What is the main idea of the text ?
2. How many parts of a tree ? Mention it !
3. What is the function of the crown, trunk, and root ?
4. How many parts of the crown ? Mention it !
5. Where is the place of photosynthesis ?

Jawaban

⇒ there are three main parts of a tree.  $(\frac{2}{1} \times 100 = 50)$

⇒ they are crown, trunk, and root.

⇒ The crown is at the top of the tree

⇒ it consists of leaves, branches, and twigs.

⇒ the leaves produce food for the tree through photosynthesis.

$$\frac{1}{4} \times 100 = 25$$

Nama: ummu Aisyah Abdillah F  
Kls : VIII-B

$$\frac{75 + 75}{2} = \frac{150}{2} = \underline{\underline{75}}$$

### POST TEST

Read following text with carefully

#### MARK ELLIOT ZUCKERBERG

Mark Elliot Zuckerberg is an American computer programmer and internet entrepreneur. He is the the co-founder of facebook, the famous social media. His name was in the list of 100 wealthiest and most influential people in the world since 2010 by time magazine.

About his physical appereane, Mark's body is 170 centimeters tall wit the weight 76 kilograms. His hair color is red and his eyes are blue. Mark Zuckerberg was born on 14th May 1984 in New York, USA. Therefore, he is 33 years old by 2017. Mark Zuckerberg has married to Priscilla Chan and they have one daughter named Maxima Chan Zuckerberg.

Answer the questions based on the text!

1. What is the main idea of the text ?
2. Who is Mark Elliot Zuckerberg ?
3. How long tall and weight of Mark Elliot Zuckerberg ?
4. When was his born ?
5. Who is name his wife and his daughter ?

1) the main idea of the text is mark ELLIOT zuckerberg.  $\frac{3}{4} \times 100 = 75$

2) mark elliot zuckerberg mark elliot zuckerberg is an american computer programmer and internet entrepreneur.

3) the long tall and weight of mark elliot zuckerberg mark's body is 170 centimeters tall wit the weight 76 kilograms.

4) mark zuckerberg was born on 14th may 1984 in new york, USA.

5) the name his wife and his daughter priscilla chan and they have one daughter named maxima chan zuckerberg.

$\frac{3}{4} \times 100 = 75$



## APPENDIX D

### THE LIST NAME OF THE STUDENTS

| No | Sample                  | Code |
|----|-------------------------|------|
| 1  | Abd. Rahmat             | S-1  |
| 2  | Ade Irma Damayanti      | S-2  |
| 3  | Ali Rahmat Hidayatullah | S-3  |
| 4  | Alfitri                 | S-4  |
| 5  | Andini Ibrahim          | S-5  |
| 6  | Arya Dinata Azis        | S-6  |
| 7  | Erika Rahim             | S-7  |
| 8  | Faisal                  | S-8  |
| 9  | Hardianti               | S-9  |
| 10 | Irmawati                | S-10 |
| 11 | Khairi Rafi Akmal Anwar | S-11 |
| 12 | Muh. Ali Imbran         | S-12 |
| 13 | Dian Eka Febrianti      | S-13 |
| 14 | Muh. Hayqal Rifki       | S-14 |
| 15 | Muh. Zul Qadri          | S-15 |
| 16 | Namira Baharuddin       | S-16 |
| 17 | Rini                    | S-17 |
| 18 | Raditya Tamrin          | S-18 |
| 19 | Rezki Aisyah Hendra     | S-19 |
| 20 | Riswandi                | S-20 |
| 21 | Sasmita                 | S-21 |
| 22 | Suryanto A              | S-22 |
| 23 | Ummu Aisyah Abdillah    | S-23 |
| 24 | Waode Citra Salsabila   | S-24 |
| 25 | Yenni Viola             | S-25 |
| 26 | Zahra Nabila N          | S-26 |
| 27 | Zahra Nadila N          | S-27 |
| 28 | Muh. Abdi Saputra       | S-28 |
| 29 | Rifqy Aliefian Putra    | S-29 |
| 30 | Muh. Nurwisnanto        | S-30 |

## APPENDIX E

### THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST (MAIN IDEA AND SUPPORTING DETAILS)

| Indicator |           |                    |           |                    |
|-----------|-----------|--------------------|-----------|--------------------|
| Students  | Pretest   | Pretest            | Post Test | Post-test          |
|           | Main Idea | Supporting Details | Main Idea | Supporting Details |
| S-1       | 1         | 2                  | 2,5       | 2,5                |
| S-2       | 1         | 2                  | 3,5       | 2                  |
| S-3       | 1         | 1                  | 1,5       | 2                  |
| S-4       | 1         | 1                  | 3,5       | 2,5                |
| S-5       | 1         | 1                  | 2,5       | 1,5                |
| S-6       | 2         | 1                  | 1,5       | 2                  |
| S-7       | 1         | 2                  | 2         | 2                  |
| S-8       | 1         | 1                  | 3,5       | 2,5                |
| S-9       | 1         | 1                  | 1,5       | 2,5                |
| S-10      | 2         | 2                  | 2,5       | 2                  |
| S-11      | 1         | 1                  | 2,5       | 1,5                |
| S-12      | 1         | 1                  | 4         | 3,5                |
| S-13      | 1         | 2                  | 4         | 3,5                |
| S-14      | 2         | 1                  | 4         | 3,5                |
| S-15      | 1         | 2                  | 4         | 3                  |
| S-16      | 1         | 2                  | 2,5       | 2                  |
| S-17      | 2         | 2                  | 2,5       | 2,5                |
| S-18      | 1         | 1                  | 3         | 2,5                |
| S-19      | 2         | 1                  | 2         | 3                  |
| S-20      | 1         | 1                  | 3,5       | 2,5                |
| S-21      | 2         | 1                  | 2         | 3                  |

|      |   |   |     |     |
|------|---|---|-----|-----|
| S-22 | 1 | 1 | 1,5 | 1,5 |
| S-23 | 2 | 1 | 3   | 3   |
| S-24 | 2 | 1 | 3   | 3   |
| S-25 | 2 | 2 | 3,5 | 3,5 |
| S-26 | 2 | 1 | 1,5 | 2,5 |
| S-27 | 2 | 1 | 2   | 1   |
| S-28 | 2 | 2 | 3,5 | 3   |
| S-29 | 2 | 1 | 2,5 | 3   |
| S-30 | 1 | 1 | 2   | 2,5 |

## APPENDIX F

The Score of students' Literal Reading Comprehension in pre test.

| No | Sample | Score     |                    |       |
|----|--------|-----------|--------------------|-------|
|    |        | Pre-Test  |                    |       |
|    |        | Main Idea | Supporting Details | Score |
| 1  | S-1    | 25        | 50                 | 37,5  |
| 2  | S-2    | 25        | 50                 | 37,5  |
| 3  | S-3    | 25        | 25                 | 25    |
| 4  | S-4    | 25        | 25                 | 25    |
| 5  | S-5    | 25        | 25                 | 25    |
| 6  | S-6    | 50        | 25                 | 37,5  |
| 7  | S-7    | 25        | 50                 | 37,5  |
| 8  | S-8    | 25        | 25                 | 25    |
| 9  | S-9    | 25        | 25                 | 37,5  |
| 10 | S-10   | 50        | 50                 | 50    |
| 11 | S-11   | 25        | 25                 | 25    |
| 12 | S-12   | 25        | 25                 | 25    |
| 13 | S-13   | 25        | 50                 | 37,5  |
| 14 | S-14   | 50        | 25                 | 37,5  |
| 15 | S-15   | 25        | 50                 | 37,5  |
| 16 | S-16   | 25        | 50                 | 37,5  |
| 17 | S-17   | 50        | 50                 | 50    |

|    |                   |       |       |      |
|----|-------------------|-------|-------|------|
| 18 | S-18              | 25    | 25    | 25   |
| 19 | S-19              | 50    | 25    | 37,5 |
| 20 | S-20              | 25    | 25    | 25   |
| 21 | S-21              | 50    | 25    | 37,5 |
| 22 | S-22              | 25    | 25    | 25   |
| 23 | S-23              | 50    | 25    | 37,5 |
| 24 | S-24              | 50    | 25    | 37,5 |
| 25 | S-25              | 50    | 50    | 50   |
| 26 | S-26              | 50    | 25    | 37,5 |
| 27 | S-27              | 50    | 25    | 37,5 |
| 28 | S-28              | 50    | 50    | 50   |
| 29 | S-29              | 50    | 25    | 37,5 |
| 30 | S-30              | 25    | 25    | 25   |
|    | Total             | 1075  | 1000  | 1050 |
|    | Mean<br>Score (X) | 35,83 | 33,33 | 35   |

## APPENDIX G

The Score of Students' Literal Reading Comprehension in post test.

| No | Sample | Score     |                    |       |
|----|--------|-----------|--------------------|-------|
|    |        | Post-Test |                    |       |
|    |        | Main Idea | Supporting Details | Score |
| 1  | S-1    | 62,5      | 62,5               | 62,5  |
| 2  | S-2    | 87,5      | 50                 | 68,75 |
| 3  | S-3    | 37,5      | 50                 | 43,75 |
| 4  | S-4    | 87,5      | 62,5               | 75    |
| 5  | S-5    | 62,5      | 37,5               | 50    |
| 6  | S-6    | 37,5      | 50                 | 43,75 |
| 7  | S-7    | 50        | 50                 | 50    |
| 8  | S-8    | 87,5      | 62,5               | 75    |
| 9  | S-9    | 37,5      | 62,5               | 50    |
| 10 | S-10   | 62,5      | 50                 | 56,25 |
| 11 | S-11   | 62,5      | 37,5               | 50    |
| 12 | S-12   | 100       | 87,5               | 93,75 |
| 13 | S-13   | 100       | 87,5               | 93,75 |
| 14 | S-14   | 100       | 87,5               | 93,75 |
| 15 | S-15   | 100       | 75                 | 87,5  |
| 16 | S-16   | 62,5      | 50                 | 56,25 |
| 17 | S-17   | 62,5      | 62,5               | 62,5  |

|    |                   |      |      |       |
|----|-------------------|------|------|-------|
| 18 | S-18              | 75   | 62,5 | 68,75 |
| 19 | S-19              | 50   | 75   | 62,5  |
| 20 | S-20              | 87,5 | 62,5 | 75    |
| 21 | S-21              | 50   | 75   | 62,5  |
| 22 | S-22              | 37,5 | 37,5 | 37,5  |
| 23 | S-23              | 75   | 75   | 75    |
| 24 | S-24              | 75   | 75   | 75    |
| 25 | S-25              | 87,5 | 87,5 | 87,5  |
| 26 | S-26              | 37,5 | 62,5 | 50    |
| 27 | S-27              | 50   | 25   | 37,5  |
| 28 | S-28              | 87,5 | 75   | 81,25 |
| 29 | S-29              | 62,5 | 75   | 68,75 |
| 30 | S-30              | 50   | 62,5 | 56,25 |
|    | Total             | 2025 | 1875 | 1950  |
|    | Mean<br>Score (X) | 67,5 | 62,5 | 65    |

## APPENDIX H

The result of students' literal reading comprehension in term of main idea and supporting details in pre test and post test

| No | Sample | Pretest | Post test | D1    | D2        |
|----|--------|---------|-----------|-------|-----------|
|    |        | X1      | X2        |       |           |
| 1  | S-1    | 37,5    | 62,5      | 25    | 625       |
| 2  | S-2    | 37,5    | 68,75     | 31,25 | 976,5625  |
| 3  | S-3    | 25      | 43,75     | 18,75 | 351,5625  |
| 4  | S-4    | 25      | 75        | 50    | 2500      |
| 5  | S-5    | 25      | 50        | 25    | 625       |
| 6  | S-6    | 37,5    | 43,75     | 6,25  | 39,0625   |
| 7  | S-7    | 37,5    | 50        | 12,5  | 156,25    |
| 8  | S-8    | 25      | 75        | 50    | 2500      |
| 9  | S-9    | 37,5    | 50        | 12,5  | 156,25    |
| 10 | S-10   | 50      | 56,25     | 6,25  | 39,0625   |
| 11 | S-11   | 25      | 50        | 25    | 625       |
| 12 | S-12   | 25      | 93,75     | 68,75 | 4726,5625 |
| 13 | S-13   | 37,5    | 93,75     | 56,25 | 3164,0625 |
| 14 | S-14   | 37,5    | 93,75     | 56,25 | 3164,0625 |
| 15 | S-15   | 37,5    | 87,5      | 50    | 2500      |
| 16 | S-16   | 37,5    | 56,25     | 18,75 | 351,5625  |
| 17 | S-17   | 50      | 62,5      | 12,5  | 156,25    |



|    |                             |      |       |        |            |
|----|-----------------------------|------|-------|--------|------------|
| 18 | S-18                        | 25   | 68,75 | 43,75  | 1914,0625  |
| 19 | S-19                        | 37,5 | 62,5  | 25     | 625        |
| 20 | S-20                        | 25   | 75    | 50     | 2500       |
| 21 | S-21                        | 37,5 | 62,5  | 25     | 625        |
| 22 | S-22                        | 25   | 37,5  | 12,5   | 156,25     |
| 23 | S-23                        | 37,5 | 75    | 37,5   | 1406,25    |
| 24 | S-24                        | 37,5 | 75    | 37,5   | 1406,25    |
| 25 | S-25                        | 50   | 87,5  | 37,5   | 1406,25    |
| 26 | S-26                        | 37,5 | 50    | 12,5   | 156,25     |
| 27 | S-27                        | 37,5 | 37,5  | 0      | 0          |
| 28 | S-28                        | 50   | 81,25 | 0      | 0          |
| 29 | S-29                        | 37,5 | 68,75 | 31,25  | 976,5625   |
| 30 | S-30                        | 25   | 56,25 | 31,25  | 976,5625   |
|    | Total                       | 1050 | 1950  | 868,75 | 34804,6875 |
|    | Mean<br>score ( $\bar{x}$ ) | 35   | 65    | 28,95  | 2245,46    |

## APPENDIX I

Classification of students' score in pre test and post test

➤ Literal comprehension (main idea)

| No | Pre test  | Classification | Post test | Classification |
|----|-----------|----------------|-----------|----------------|
|    | Main idea |                | Main idea |                |
| 1  | 25        | Very poor      | 62,5      | Fair           |
| 2  | 25        | Very poor      | 87,5      | Very Good      |
| 3  | 25        | Very poor      | 37,5      | Poor           |
| 4  | 25        | Very poor      | 87,5      | Very Good      |
| 5  | 25        | Very poor      | 62,5      | Fair           |
| 6  | 50        | Poor           | 37,5      | Poor           |
| 7  | 25        | Very poor      | 50        | Poor           |
| 8  | 25        | Very poor      | 87,5      | Very Good      |
| 9  | 25        | Poor           | 37,5      | Poor           |
| 10 | 50        | Poor           | 62,5      | Fair           |
| 11 | 25        | Very poor      | 62,5      | Fair           |
| 12 | 25        | Very poor      | 100       | Excellent      |
| 13 | 25        | Very poor      | 100       | Excellent      |
| 14 | 50        | Poor           | 100       | Excellent      |
| 15 | 25        | Very poor      | 100       | Excellent      |
| 16 | 25        | Very poor      | 62,5      | Fair           |
| 17 | 50        | Poor           | 62,5      | Fair           |

|    |    |           |      |             |
|----|----|-----------|------|-------------|
| 18 | 25 | Very poor | 75   | Fairly Good |
| 19 | 50 | Poor      | 50   | Poor        |
| 20 | 25 | Very poor | 87,5 | Very Good   |
| 21 | 50 | Poor      | 50   | Poor        |
| 22 | 25 | Very poor | 37,5 | Poor        |
| 23 | 50 | Poor      | 75   | Fairly Good |
| 24 | 50 | Poor      | 75   | Fairly Good |
| 25 | 50 | Poor      | 87,5 | Very Good   |
| 26 | 50 | Poor      | 37,5 | Poor        |
| 27 | 50 | Poor      | 50   | Poor        |
| 28 | 50 | Poor      | 87,5 | Very Good   |
| 29 | 50 | Poor      | 62,5 | Fair        |
| 30 | 25 | Very poor | 50   | Poor        |

➤ Literal comprehension (supporting details)

| No | Pre test           | Classification | Post test          | Classification |
|----|--------------------|----------------|--------------------|----------------|
|    | Supporting details |                | Supporting details |                |
| 1  | 50                 | Poor           | 62,5               | Fair           |
| 2  | 50                 | Poor           | 50                 | Poor           |
| 3  | 25                 | Very Poor      | 50                 | Poor           |
| 4  | 25                 | Very Poor      | 62,5               | Fair           |

|    |    |           |      |             |
|----|----|-----------|------|-------------|
| 5  | 25 | Very Poor | 37,5 | Very Poor   |
| 6  | 25 | Very Poor | 50   | Poor        |
| 7  | 50 | Poor      | 50   | Poor        |
| 8  | 25 | Very Poor | 62,5 | Fair        |
| 9  | 25 | Very Poor | 62,5 | Fair        |
| 10 | 50 | Poor      | 50   | Poor        |
| 11 | 25 | Very Poor | 37,5 | Very Poor   |
| 12 | 25 | Very Poor | 87,5 | Very Good   |
| 13 | 50 | Poor      | 87,5 | Very Good   |
| 14 | 25 | Very Poor | 87,5 | Very Good   |
| 15 | 50 | Poor      | 75   | Fairly Good |
| 16 | 50 | Poor      | 50   | Poor        |
| 17 | 50 | Poor      | 62,5 | Fair        |
| 18 | 25 | Very Poor | 62,5 | Fair        |
| 19 | 25 | Very Poor | 75   | Fairly Good |
| 20 | 25 | Very Poor | 62,5 | Fair        |
| 21 | 25 | Very Poor | 75   | Fairly Good |
| 22 | 25 | Very Poor | 37,5 | Very Poor   |
| 23 | 25 | Very Poor | 75   | Fairly Good |
| 24 | 25 | Very Poor | 75   | Fairly Good |
| 25 | 50 | Poor      | 87,5 | Very Good   |
| 26 | 25 | Very Poor | 62,5 | Fair        |

|    |    |           |      |             |
|----|----|-----------|------|-------------|
| 27 | 25 | Very Poor | 25   | Very Poor   |
| 28 | 50 | Poor      | 75   | Fairly Good |
| 29 | 25 | Poor      | 75   | Very Poor   |
| 30 | 25 | Poor      | 62,5 | Fair        |

## APPENDIX J

### Calculating mean score

1. The mean score of students' pretest and post test students literal comprehension

- a) Mean score of students' pre test in main idea

$$\bar{X} = \sum \frac{X}{N}$$

$$\bar{X} = \sum \frac{1075}{30} = 35,83$$

- b) Mean score of students' pre test in supporting details

$$\bar{X} = \sum \frac{X}{N}$$

$$\bar{X} = \sum \frac{1000}{30} = 33,33$$

- c) Mean score of students's post test in main idea

$$\bar{X} = \sum \frac{X}{N}$$

$$\bar{X} = \sum \frac{2025}{30} = 67,5$$

- d) Mean score of students' post test in supporting details

$$\bar{X} = \sum \frac{X}{N}$$

$$\bar{X} = \sum \frac{1875}{30} = 62,5$$

2. Mean score of students' post test in main idea

- a) Improvement of the students's score in main idea

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{67,5-35,83}{35,83} \times 100\%$$

$$P = \frac{31,67}{35,83} \times 100\%$$

$$P = 88,38 \%$$

b) The improvement of the students' score in supporting details

$$P = \frac{X2-X1}{X1} \times 100\%$$

$$P = \frac{62,5-33,33}{33,33} \times 100\%$$

$$P = \frac{29,17}{33,33} \times 100\%$$

$$P = 87,51\%$$

## APPENDIX K

### Calculating the T- Test Analysis

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

where :

D = Difference score between pre-test and post test

$$= X^2 - X^1$$

$$\bar{D} = \sum \frac{D}{N} = \frac{868,75}{30} = 28,95$$

$$t = \frac{28,95}{\sqrt{\frac{34.804,6875 - \frac{(868,75)^2}{30}}{30(30-1)}}$$

$$t = \frac{28,95}{\sqrt{\frac{34.804,6875 - \frac{754.726,5625}{30}}{30(29)}}$$

$$t = \frac{28,95}{\sqrt{\frac{34804,6875 - 25.157,5520}{870}}$$

$$t = \frac{28,95}{\sqrt{\frac{9.647,1355}{870}}$$

$$t = \frac{28,95}{\sqrt{11.0886}}$$

$$t = \frac{28,95}{3,3295}$$

$$t = 8,694$$

$$t\text{-test value} = 8,694$$



**APPENDIX L**  
**The distribution of T .table**

| Df  | <b>(Level of Significance) (one-tailed test)</b> |       |       |             |        |        |
|-----|--|-------|-------|-------------|--------|--------|
|     | 0.25   | 0.10  | 0.5   | 0.025       | 0.01   | 0.005  |
|     | <b>(Level of Significance) (two-tailed test)</b> |       |       |             |        |        |
|     | 0.5  | 0.2   | 0.1   | <b>0.05</b> | 0.02   | 0.01   |
| 1.  | 1.000  | 3.078 | 6.314 | 12.706      | 31.821 | 63.657 |
| 2.  | 0.816  | 1.886 | 2.920 | 4.303       | 6.965  | 9.925  |
| 3.  | 0.765  | 1.638 | 2.353 | 3.182       | 4.541  | 5.841  |
| 4.  | 0.741  | 1.533 | 2.132 | 2.776       | 3.747  | 4.604  |
| 5.  | 0.727  | 1.476 | 2.015 | 2.571       | 3.365  | 4.032  |
| 6.  | 0.718  | 1.440 | 1.943 | 2.447       | 3.143  | 3.707  |
| 7.  | 0.711  | 1.415 | 1.895 | 2.365       | 2.998  | 3.499  |
| 8.  | 0.706  | 1.397 | 1.860 | 2.306       | 2.896  | 3.355  |
| 9.  | 0.703  | 1.383 | 1.833 | 2.262       | 2.821  | 3.250  |
| 10. | 0.700  | 1.372 | 1.812 | 2.228       | 2.764  | 3.169  |
| 11. | 0.697  | 1.363 | 1.796 | 2.201       | 2.718  | 3.106  |
| 12. | 0.695  | 1.356 | 1.782 | 2.179       | 2.681  | 3.055  |
| 13. | 0.692  | 1.350 | 1.771 | 2.160       | 2.650  | 3.012  |
| 14. | 0.691  | 1.345 | 1.761 | 2.145       | 2.624  | 2.977  |
| 15. | 0.690  | 1.341 | 1.753 | 2.131       | 2.602  | 2.547  |
| 16. | 0.689  | 1.337 | 1.746 | 2.120       | 2.583  | 2.921  |
| 17. | 0.688  | 1.333 | 1.740 | 2.110       | 2.587  | 2.989  |
| 18. | 0.688  | 1.330 | 1.734 | 2.101       | 2.552  | 2.878  |
| 19. | 0.6870   | 1.328 | 1.729 | 2.093       | 2.539  | 2.861  |
| 20. | 0.687  | 1.325 | 1.725 | 2.086       | 2.528  | 2.845  |
| 21. | 0.686  | 1.325 | 1.721 | 2.080       | 2.518  | 2.831  |
| 22. | 0.686  | 1.321 | 1.717 | 2.074       | 2.508  | 2.829  |
| 23. | 0.685  | 1.319 | 1.714 | 2.069       | 2.500  | 2.807  |

|     |       |       |       |              |       |       |
|-----|-------|-------|-------|--------------|-------|-------|
| 24  | 0.685 | 1.318 | 1.711 | 2.064        | 2.492 | 2.797 |
| 25  | 0.684 | 1.316 | 1.708 | 2.060        | 2.485 | 2.787 |
| 26  | 0.684 | 1.315 | 1.706 | 2.056        | 2.479 | 2.779 |
| 27  | 0.684 | 1.314 | 1.703 | 2.052        | 2.473 | 2.771 |
| 28  | 0.683 | 1.313 | 1.701 | 2.048        | 2.467 | 2.763 |
| 29  | 0.683 | 1.311 | 1.699 | <b>2.045</b> | 2.462 | 2.756 |
| 30  | 0.683 | 1.310 | 1.697 | 2.042        | 2.457 | 2.750 |
| 40  | 0.681 | 1.303 | 1.684 | 2.021        | 2.423 | 2.704 |
| 60  | 0.679 | 1.296 | 1.671 | 2.000        | 2.390 | 2.660 |
| 120 | 0.677 | 1.289 | 1.658 | 1.980        | 2.358 | 2.617 |

For level of significance (D)= 0.05

Degree of freedom (df)=N-1=30-1=29

T-test(8.694) > t-table (2.045)

**APPENDIX M**  
**DOCUMENTATION**



## **CURRICULUM VITAE**



**TESILIA** was born in Maramba on July, 28<sup>th</sup> , 1997. She is the third child in her family. She has two brothers and no sister. Her father is S. Tini and her mother is Bode. She graduated her elementary school in 2008 at SD Negeri 125 Maramba. She continued her Junior High School at SMP Negeri 3 Wotu and graduated in 2011. Then she continued at SMA Negeri 1 Wotu and graduated in 2014. She was accepted at Muhammadiyah University of Makassar as A Student of English Education Department at 2014.

At the end of her study, she could finish with her thesis under the title “Improving Students’ Reading Ability Using Reciprocal Teaching in Descriptive Text”.