

**THE EFFECTIVENESS OF RECIPROCAL TEACHING ON STUDENTS'
COMPETENCE IN READING SKILL**
*(A Quasi Experimental Research at the Eight Grade Students of SMP Negeri 2
Bajeng Barat, Kab.Gowa)*



Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
Degree of Sarjana Education

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2019**



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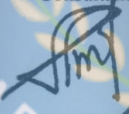
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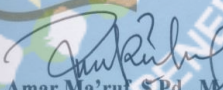
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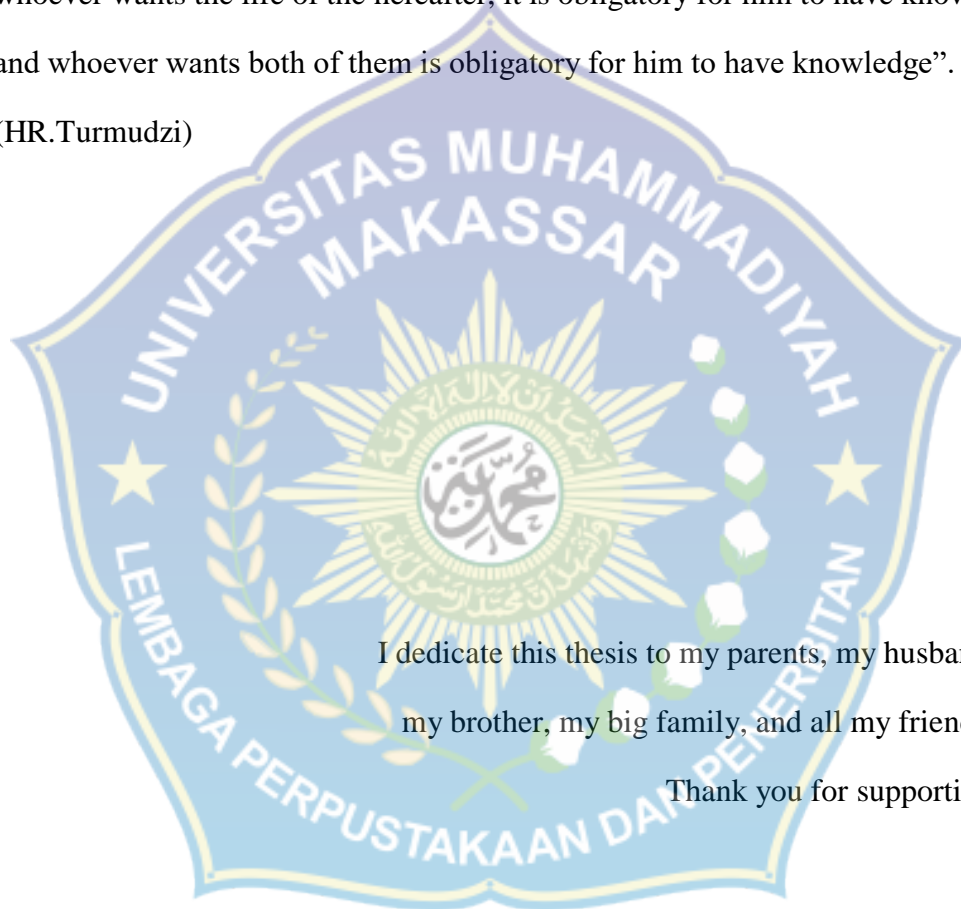
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MOTTO

“Whoever wants the life of the world is obliged for him to have knowledge, and whoever wants the life of the hereafter, it is obligatory for him to have knowledge, and whoever wants both of them is obligatory for him to have knowledge”.

(HR.Turmudzi)



I dedicate this thesis to my parents, my husband,
my brother, my big family, and all my friends.

Thank you for supporting

ABSTRACT

JUMRAH. 2019. *“The Effectiveness of Reciprocal Teaching on Students’ Competence in Reading Skill (A Quasi Experimental Research at the Eight Grade Students of SMP Negeri 2 Bajeng Barat, Kab.Gowa).* Thesis. English Education Department. Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by Erwin Akib, as first consultant and Amar Ma’ruf, as second consultant.

The objective of the research was found out the implementation of reciprocal teaching method effective in improving students’ competence in reading skill.

The method in this research was quasi experimental research. The quasi experimental research designed was used two classes which were taught using two different method. The experiment class was taught with reciprocal teaching method and the controlled class was taught without reciprocal teaching method. The populations was the eight grade students of SMP Negeri 2 Bajeng Barat, kab.Gowa consist of 105 students, the sample was 40 students (20 students for experimental class and 20 students for controlled class). The research was taken by using simple purposive sampling. Moreover, this research was conducted through the following procedure: giving pre-test, applying treatment, and giving post-test. The data analyzed in this research was gathered through test, after getting the score from the test, it was analyzed and processed by using statistic data calculation of T-test formula by using SPSS 16.

The findings of the research was a difference score between students’ score in learning reading ability of narrative text by using reciprocal teaching method and without using reciprocal teaching method. According to the result of statistical calculation it can be seen that mean of gained score of the experiment class is 77 and the mean of gained score of controlled class is 74. And based on the result of post-test of experimental class and control class were significantly different, it shows that the T-test value is 2,99 it is higher than T-table value is 2,53. In conclusion, reciprocal teaching method was effective be used to teach reading ability of narrative text at the eight grade students of SMP Negeri 2 Bajeng Barat, kab.Gowa.

Key words : reciprocal teaching, students competence, reading

ABSTRAK

JUMRAH. 2019. “Efektivitas Pengajaran Timbal Balik terhadap Kompetensi Siswa dalam Keterampilan Membaca (Penelitian Kuasi Eksperimental pada Siswa Kelas Delapan di SMP Negeri 2 Bajeng Barat, Kab.Gowa). Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib, sebagai konsultan pertama dan Amar Ma’ruf sebagai konsultan kedua.

Tujuan penelitian ini adalah untuk mengetahui penerapan metode pengajaran resiprokal yang efektif dalam meningkatkan kompetensi siswa dalam keterampilan membaca. Metode dalam penelitian ini adalah penelitian eksperimental semu. Penelitian eksperimen diajarkan dengan metode pengajaran timbal balik dan kelas kontrol diajarkan tanpa metode pengajaran timbal balik. Populasi dalam penelitian ini adalah siswa kelas delapan SMP Negeri 2 Bajeng Barat, Kab.Gowa dimana terdiri dari 105 siswa, sampel adalah 40 siswa (20 siswa untuk kelas eksperimen dan 20 siswa untuk kelas kontrol). Penelitian ini diambil dengan menggunakan simple purposive sampling. Selain itu, penelitian ini dilakukan melalui prosedur berikut: memberikan pre-test, menerapkan perawatan, dan memberikan post-test. Data yang dianalisis dalam penelitian ini dikumpulkan melalui tes, setelah mendapatkan skor dari tes, dianalisis dan diproses dengan menggunakan perhitungan data statistik rumus T-test dengan menggunakan SPSS 16.

Temuan dari penelitian ini adalah skor perbedaan antara skor siswa dalam belajar kemampuan teks naratif dengan menggunakan metode pengajaran timbal balik dan tanpa menggunakan metode pengajaran timbal balik. Berdasarkan hasil perhitungan statistik dapat diketahui bahwa rata-rata skor yang diperoleh dari kelas eksperimen adalah 77 dan rata-rata skor yang diperoleh dari kelas kontrol adalah 74. Dan berdasarkan hasil dari nilai kelas eksperimen dan kelas kontrol adalah signifikan, itu dilihat dari nilai T-test yaitu 2,99, itu lebih tinggi dari nilai T-table, dimana nilainya adalah 2,53. Kesimpulannya, metode pengajaran timbal balik efektif digunakan untuk mengajarkan kemampuan membaca teks narasi di kelas delapan SMP Negeri 2 Bajeng Barat, Kab.Gowa).

Kata kunci: pengajaran timbal balik, kompetensi siswa, membaca

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In the name of Allah, the Beneficent, the Merciful. All praise is to Allah, Lord of the Worlds, who has bestowed strength and health upon the writer in finishing this research paper. Peace and blessing be upon our prophet Muhammad SAW, his family, companions, and all his followers.

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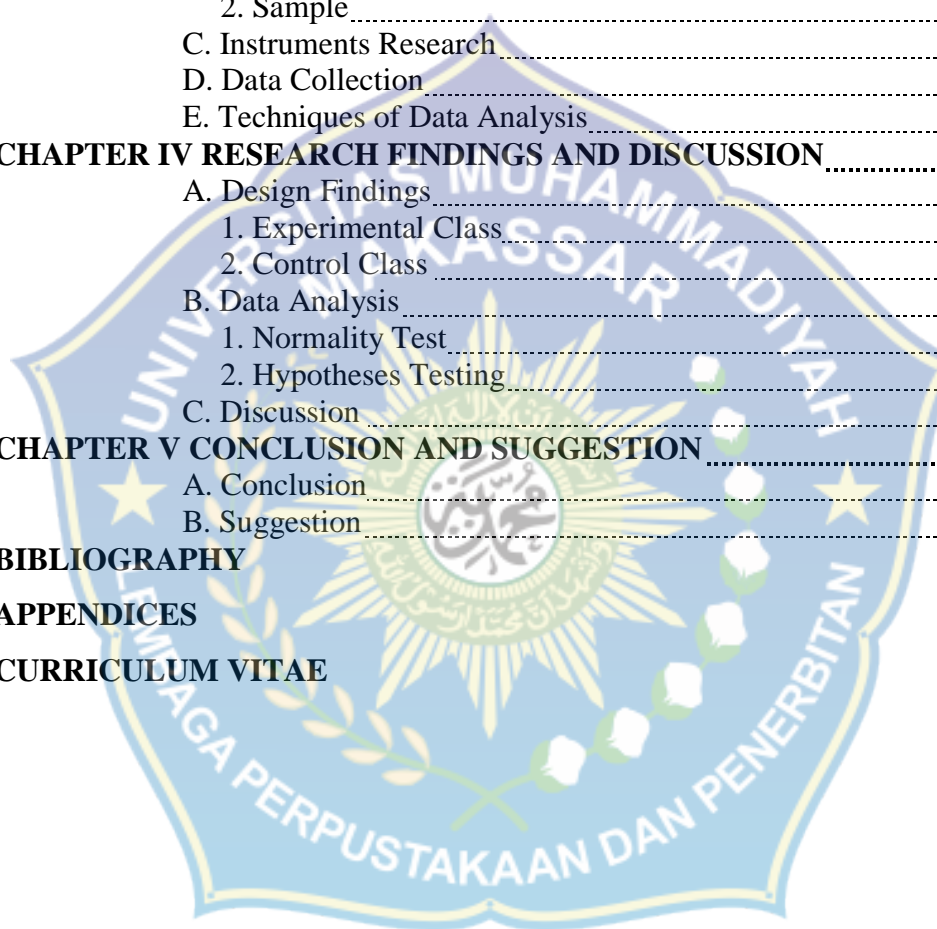
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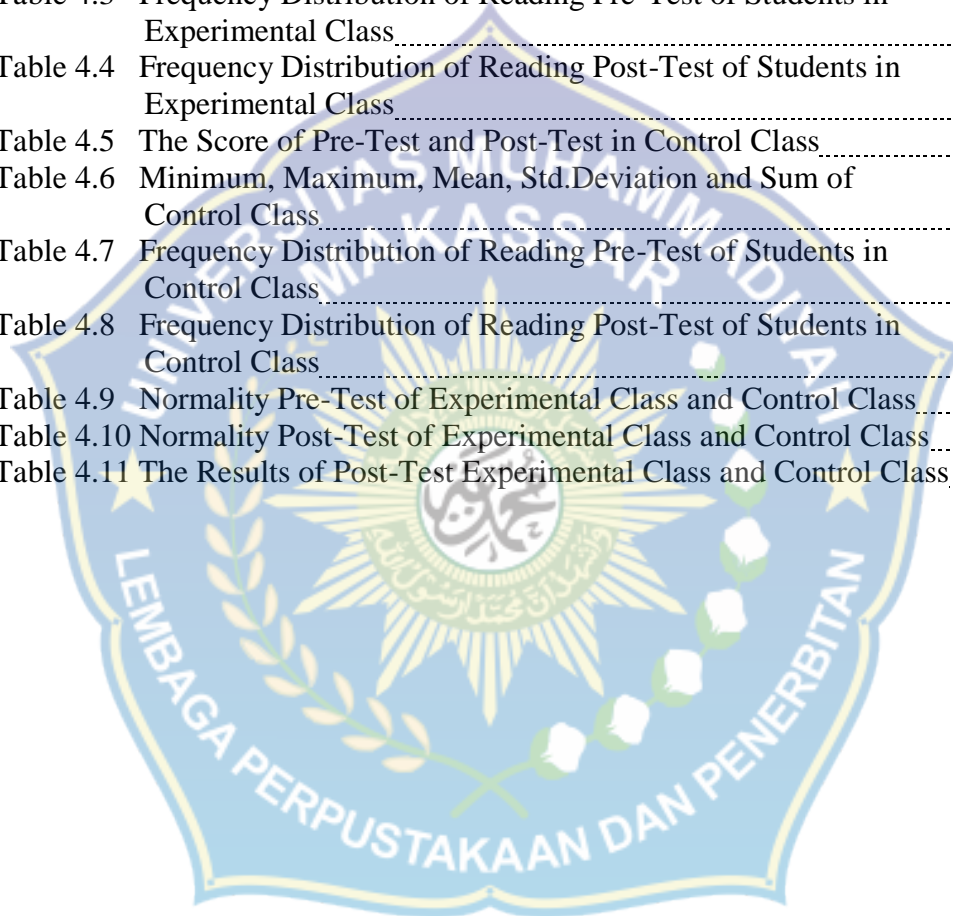
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CHAPTER I

INTRODUCTION

A. Background

English in Indonesia was the first foreign language taught from elementary school level to college. Viewed from its position as a foreign language the purpose of learning English in Indonesia was to introduce English as an international language to the people of Indonesia to be ready to face the global world. English is considered important because it was an international language used to communicate between countries in the field of social, economic, political and security. Therefore, the Indonesian community was expected to and could communicate using English. As for the purpose of each learning, language is able to communicate both oral and written with the language learned.

Lewis in Nurkhaeni (2010:1) that English was useful because English is an international language for most people. As an international language, understanding English well got some advantages for human. In Indonesia, English has position as the first foreign language that was the language which was taught in institutions or school as one of the subject matters. Nowadays, English has been taught from the lowest formal education that was kindergarten school. English

was learned from kindergarten until university. By having English as one of the subject matters taught in the institution or school, it was hoped that it could improved communication skill. There are four basics English language skill, they are listening, speaking, reading and writing.

Based on the above explanation there are some things that made important reading that are Nuttal in Antoni (2010:40) states that one of very important reading purposes was to got meaning from a text. This means about the process how the reader decodes the message from the text. Kurtaryo in Soemantri (2011:74) further, the two most important things to considered when teaching reading are how to improved the students' understanding of the varieties of texts in the short term and how to train students' to be good readers in a long term. Considering the abundant information and the limitation of available time, teaching reading should also involved another objective of how to train students' not only to be good readers but also to be fast reader.

Related to the above there are also obstacles or difficulties experienced by the learner when reading, as reveal by Rahmawati in Megawati (2016:149) that the problem faced for reading text understanding lies in the lack of knowledge about reading material and ignorance of how to connect ideas between sentences with each other. Hadi in Sugiarti (2012) which states that the reading activity of Indonesian society was still low and has not been made a wisdom. Many things affect this, one of which was the interest of reading every individual, especially students. The caused of the low condition of reading interest of students was also expressed by Erna MS in Sugiarti (2012) which states that the low interest in

reading among children could be because of family conditions that do not support especially from parents of children who do not model the love of reading to their children.

Meanwhile, in learning reading skill, students often got some problems. First, teacher dominated the class (teacher center). Every teacher has different style in teaching. There are some teachers who teach creatively and attractively. But the others teacher couldn't be attractive or couldn't interact with their students. Mostly, they used lecturing method. The method was conventional enough (like teacher read aloud and students only listened or repeat it). There are no chances for the students to interact with other students or to ask the question also to respond the next. It would set the class condition to be very serious and only focus to the teacher. Sometimes, with this situation students would feel bored or sleepy. Second, the next was not interesting and sometimes was too long. Third, students' lack of vocabulary always happened and made the students dislike reading activity. Fourth, it was because their opportunity to read the English text only during English class. Most of the Indonesia students practice to read the English text only in the class. But the case was their reading activity was only read the text. There are no guarantee whether the students understand the next or not. Whereas, the main reading activity goal was the reader could understand what they read, comprehension reading. But the most difficult problem that often happened to our students' in comprehending the reading text. Some problem here can be caused by the teacher factors and also by the students' factor. Teacher who is

not creative, lazy, and less of technique in teaching students' ability also their condition are some reason why those problem appeared.

According to Palincsar and Brown as quoted by Slavin in Kawedar (2012:2) that the reciprocal teaching strategy is a constructivist approach based on the principles of question making, teaching reading skills to low-ability students. Reciprocal teaching is a teaching procedure or approach designed to taught students about cognitive strategies and to help students understand the reading well. Using the reciprocal teaching approach students are taught four specific strategies of understanding and self-regulation, which predict the material to be studied, clarify the elusive terms, asked questions and summarised the reading.

To learn these strategies teachers and students read lesson materials assigned in small groups (Nurhadi in Kawedar, 2012:2). In the learning of students play a role as a teacher replaces the role of teachers to taught friends in the group, while the teacher as facilitator who provides convenience, and supervisors who do scaffolding (Qohar in Kawedar 2012:2). The empirical basis of the effectiveness of reciprocal teaching for the improvement of student learning outcomes has been given by many researchers among others Mautris in Kawedar (2012:3) and Supartini in Kawedar (2012:3). In a separated study the two researchers found that reciprocal teaching can improved student learning outcomes. Besides that it can form students independent learning, because in this learning method they learn by using four stages namely summarizing, asking questions while reading a subject in a reading or listening to the delivery of teachers and students also have the motivation to monitor the success of their own learning.

Research by Pearson and Fieldings in Ahmad (2011:142) has show that instruction in comprehension strategies is especially effective for students who exhibit poor comprehension. Findings from a studied done by Westera and Moore in Ahmad (2011:142), who used three groups of students (those who received reciprocal teaching for a short period of time, those who received reciprocal teaching for an extend period of time, and the control group, which do not received reciprocal teaching), indicated the students who received 12 to 16 reciprocal teaching session gained, on average, more than one age-equivalent year in test reading comprehension over a five week period. In this study, 95% of the extend reciprocal teaching students showed gains in comprehension, compare to 47% of students in the short reciprocal teaching group and 45% of the students in the control group. In higher education, Rosenshine and Meistrer in Ahmad (2011:142) conducted a meta-analysis of 16 quantitative studies focusing on reciprocal teaching that reveal that reciprocal teaching is most effective for older students as well as those with poor comprehension skill.

Considering the explanation above, the researches would the quasi experimental research under the tittle "The Effectiveness of Reciprocal Teaching on Students Competence in Reading Skill". In this research the researchers would taught in two classes. Them divided the class into the control class and experiment class. In the control class the researchers taught using only ordinary methods while in the experiments class the researchers used the reciprocal teaching method.

B. Problem Statement

Based on the background above, the researches formulates the following research question is:

Is the implementation of Reciprocal Teaching Method effective in improving students' competence in reading skill?

C. Objectives of the Research

In relation with the problem statement above, the objective of the research is to find out whether or not the implementation of reciprocal teaching method effective in improving students' competence in reading skill.

D. The Significance of the Research

1. For the students

For students the results of this research can improve the quality of the learning process that might eventually affect the quality of learning outcomes.

2. For the teacher

For educators expected the results of this research can be useful as input in the selection of learning strategies as one effort to improve students' reading skills.

3. For the researches

For students it can be useful as input for other students who will do research related to this problem.

E. Scope of the Research

The scope of this research would be reciprocal competence in reading skill at grade VIII SMP Negeri 2 Bajeng Barat. In this research, the researcher tend focus on the effectiveness of reciprocal teaching on students' competence in reading skill in narrative text.



CHAPTER II

REVIEW OF LITERATURE

A. Previous of Research

Many researcher have reported the result of their research about reciprocal teaching and reading skill. Some of the findings are present in the following section.

- 1) Nurulia Dwi Febriani by the title *Improving Reading Comperhension Through Reciprocal Teaching Technique*, the research conducted is Classroom Action Research of MTS 1 Hidayatul Umam, Cinere Depok in 2012. From the results of the research, reciprocal teaching technique is succeeded improved the students' reading comperhension of descriptive text. The students work cooperatively with the four steps of the reciprocal teaching, namely predicting, questioning, clarifyng, and summarising. Based on the result, the improved of students in the text through reciprocal teaching in the post-test results in the second cycle was obtained by 30 student or 81,08% of students and obtained a mean score of 72,57 and while the graduation score of the school KKM was 68.

- 2) Riski Sulistiyarningsih researchers from Sebelas Maret University in 2009 by the title is *Improving Students' Reading Comperhension Through Reciprocal Teaching Method*, she used A Classroom Action Research conducted on the 8th grade SMP Negeri 1 Pekalongan in academic year 2008/2009. The method used is reciprocal teaching method. This research used qualitative data methods, namely observation, notes, interviews and photos. This qualitative data is supported by quantative data which is the mean score of pre-test and post-test reading of students. Data were analyzed using T-test. The results of this studied are that teaching reading through reciprocal teaching methods can effectively improved students reading competence and improved their cooperative skills. Through this method, students are involved in the learning process and they can share knowledge in the learning process and help each other in understanding the subject matter. Students not only learn from teacher explanations, but they can learned from their friends.
- 3) From the journal Hari Sumawan by the the tittle *The Effect of the Reciprocal Teaching and Learning Style on the 10th grade students of SMAN 3 Amlapura*. Data was collected qualitatively. Data was collected using two types of instruments: tests and questionnaire. The data analysis method used is two-way ANOVA. From the results of this research, the used reciprocal strategies significantly improved the reading competence of 10th grade students SMAN 3 Amlapura.

Based on the previous studied above, the researcher concluded that reciprocal teaching method in teaching reading skill is succeeded to improved

students reading comprehension for the students in learning English as their foreign language.

B. Some Pertinent Ideas

1. Reciprocal Teaching

a. Definition of Reciprocal Teaching

Reciprocal teaching is an instructional activity that utilizes four comprehension strategies (predicting, questioning, summarising, and clarify) in the form of a dialogue between teachers and students regarding segments of a text. Pressley in Ahmad (2011:141) asserts that reciprocal teaching encourages students to take a more active role in leading a group dialogue, and helps to bring more meaning to the text at a personal and cognitive level. It is based on the assumption that knowledge and meaning are the result of creative socializations arranged through negotiation and discourse among teachers and students, or students and students. Three theoretical perspectives underpin reciprocal teaching: interactive, cognitive-constructivist, and the social constructivism perspective. Knowledge and meaning can only be derive when the reader either interacts with the next alone or constructs its meaning with others. When students interact with the nexts, they use their prior knowledge, acquire information from the context, and combine disparate elements into a new before they arrive at their own idea of the meaning (McNeil in Ahmad, 2011:141). In the process of interacting with others, the learning takes place in a sociocultural

environment (students to students or students to teacher) through dialogue (Anderson, Person & Wilson in Ahmad, 2011:142). This is in line with Vygotsky's in Ahmad (2011:142) sociocultural theory, in which learning takes place in an interactive environment. Reciprocal teaching is based on active socialization, where in the knowledge construct from the next is negotiation within discourse communities through both teacher students and students interactions (Gergen in Ahmad 2011:142). In facilitating learning using reciprocal teaching activities, students are taught cognitive strategies (Rosenshine & Meister in Ahmad, 2011:142) through appropriate support and feedback (Oczkus in Ahmad, 2011:142). Students learn these strategies through discussion, support, and feedback to enhance reading comprehension, develop self-regulatory and monitoring skills, and achieve an overall improvement in motivation (Palincsar, David, & Brown in Ahmad, 2011:142).

b. Strategy Reciprocal Teaching

According to Palincsar for strategies use in reciprocal teaching, there are for strategies use in reciprocal teaching learning, namely (Hayati in Muchlisin Riadi, 2017):

1) Questioning generating

In this strategy, students are given the opportunity to make relevant questions about the material being discuss. The question is expect to reveal the mastery of the concept of the material being discuss.

2) Clarifying

This clarifying strategy is an important activity when learning, especially for students who have difficulties in understanding a material. Students can ask the teacher about concepts that are still difficult or cannot be solved with the group. In addition, the teacher can also clarify the concept by giving question to students.

3) Predicting

This strategy is a strategy where students do hypotheses or estimates about what concepts will be discuss next by the presenter.

4) Summarising

In this strategy there is a strategy there is an opportunity for students to identify and integrate the information contain in the material.

c. Steps for Learning Reciprocal

Reciprocal teaching learning model applies four strategies of self-understanding, namely: concluding teaching materials, compiling questions and completing them, explaining the knowledge that has been obtained, then calculating the next questions from the problems present to students.

According to Palincsar and Brown, the steps of reciprocal teaching learning are as follows (Sardiyati in Muchlisin Riadi, 2017):

1) In the early stages of learning, the teacher is responsible for leading questions and answers and implementing the four reciprocal teaching

strategies, which are summarising, compiling question, explaining and predicting.

- 2) The teacher explains how to summarise, compile questions, explain again and predict after reading.
- 3) As long as guiding students to exercise using four reciprocal teaching strategies, the teacher ask students to complete what is request from the assignment given based on assignment to students.
- 4) Then students learn to lead questions and answer with or without the teacher.
- 5) The teacher act as a facilitator by giving an assessment regarding the appearance of students to actively participate in question and answer to a higher level.

Meanwhile, according to Suyitno in Muchlisin Riadi (2017), the steps in reciprocal teaching learning are as follows:

- 1) The teacher prepares material that will be subject to the reciprocal teaching model.
- 2) Students discuss the material together with their group friend.
- 3) Students are ask to make questions relate to the material being study.
- 4) The teacher appoint one students as the representative of this group to explain the findings in front of the class.
- 5) Students are given the opportunity to clarify the material being discuss, namely by asking about material that is consider difficult so that it can not be solved in groups. The teacher also have the opportunity to conduct

questions and answer activities to find out how far the students conceptual understanding was.

- 6) Students get individual practice questions including questions that refer to students ability to predict the development of the material.
- 7) Students are ask to conclude the material being discuss.

d. Strengths and Weaknesses of Reciprocal Teaching

The advantages of reciprocal teaching are as follows (Azis in Muchlisin Riadi, 2017):

- 1) Develop students creativity.
- 2) Nurturing cooperation between students.
- 3) Growing students talents, especially in speaking and developing attitudes.
- 4) Students pay more attention to the lesson because the live alone.
- 5) Cultivate the courage to argue and speak in front of the class.
- 6) Nurturing students to analyze problems and draw conclusion in a short time.
- 7) Growing the nature of appreciating teachers because students will feel the teachers feelings when conducting learning, especially when students or less attention.
- 8) Can be use for many subject matter and limited time allocation.

The disadvantages of reciprocal teaching learning are as follows:

- 1) The lack of seriousness of the students who act as teachers causes goals not to be achieve.

- 2) Listeners (students who do not play a role) often punish the behaviour of students who become teachers, thus destroying the atmosphere.
- 3) Lack of students attention to the lesson and only playing attention to the activities of students who act as teachers make the final conclusion difficult to achieve.

2. Students Competence

a. Students Competency Development Strategy

Today's world of education is increasingly facing challenges, one of which is that education takes place in an artificial environment, because education must foster behaviours that are useful to individuals in the future and not now. As a result of the environmental setting create is the occurrence of an unpleasant learning atmosphere. Another problem face by the word of education is that schools still use an aggressive way, where students complete their schools assignments, especially to avoid averse stimulate such as teacher criticism, ridicule in front of the class, facing the principal if they do not do homework. To solve the problem for improving education, some problem solving has been propose, including:

- 1) Getting qualify teachers.
- 2) Looking for new breakthroughs to match superior schools.
- 3) Raising learning standards.
- 4) Organizing the curriculum.

However, the problem solving that has been offer does not touch the essence of the problem of the world education itself. According to Skinner, one thing that needs to be done to solve the impasse is how the teacher is responsible for developing the students verbal behaviour (competence) or the ability of students which is a statement of skill and subject knowledge. Concretely, Skinner explains that what must be done in order to improve students abilities or students competencies are:

- 1) Building vocabulary and non verbal behaviour that shows learning outcomes.
- 2) Produce with great possibilities, behaviour call interest, enthusiasm and motivation to learn.

So that with a task like this, learning function to facilitate the acquisition of verbal and non verbal behavioural patterns that every students needs. According to B.Weiner, with his atriby theory, an important contribution to education is with regard to the analysis of interactions in class. The important thing to note in the context of the learning process and in order to improve the ability or competence of students is the characteristic of students, the characteristic of students that need to be considered are indidual differences, readliness for learning and motivation:

- 1) Individuals differences

In this case what needs to be consider is the level of student development and the level of students self-esteem. To compensate for the

differences between them can be done with cooperative learning, tutorials, and independent learning and individual learning.

2) Readiness to study

Readiness of a students in learning activities greatly influences learning outcomes that are beneficial to him. Because is cumulative, new readiness to learn refers to capabilities, where readiness for learning includes skills that are low in position in the hierarchy of intellectuals skills.

3) Motivation

A distinctive features of learning theories is to treat motivation as a concept that is associate with principles to lead to learning in students. This concept focuses in conducting enviromental manipulation that can encourage students to arouse students attention, learn the role of stimulants or make teaching materials attaractive to students.

The three things above must be consider which are accompany by the creation of pleasant classroom atmosphere so that behaviour, responses issues by students produce a comfortable and pleasant learning atmosphere as a result of the manipulate enviromental stimulus. Besides these three things that need to be consider in the context of improve students competencies, the curriculum is also an inspearable part of sudents competence, in learning. To compesate for the increase in students ability in the context of behaviour, the curriculum also needs to be a concern so that students really have very adequate a competence. The current curriculum, especially the national education curriculum will be developed in what is

called a Competency Based Curriculum (KBK). In this concept, the curriculum must be mastered by students after he has complete one unit of study, one unit of time and one unit of education. Curriculum material must be emphasize on subjects that are capable of responding to global challenges and the rapid development of science and technology.

Besides, that the curriculum develope must be based on ethical and moral education develope in religious subject and other relevant subject. In addition, the curriculum must be flexibel, simple and able to accommodate a variety of possible changes in the future as a result of technological developments and community demands. The curriculum is only a basic guideline in student learning activities and can be develope with the potential of student, the state of supporting resources and existing conditions. All alternative solutions above are meaningless if not managed or managed profesionally. One of them is by implementing a school based management system, where the school teacher has sufficient authority to manage the concepts that will be apply in order to improve student competencies. Curriculum problems, educational goals, school decisions or policies, facilities to be use, school human resource development, arrangement the time and cost of education, must be fully manage by the school so that the above technical steps can be realize.

3. Reading

a. The Definition of Reading

Reading is one of the most important skills in learning language besides learning, speaking and writing. It has the fundamental goal to know enough the concept and the language. It operational means an activity that the students perform to gain information or message from the written material the read. Therefore, in reading activity students have intention to obtain knowledge from their listening.

Hornby in Asrianti (2015) defines reading as an action of a person who reads. Carillo in Asrianti (2015) concludes that educators and psychologists differs to what should be include in the definition of reading in tree categories.

a) Reading is purely a mechanical process in reading skill by the following:

- 1) A reader's accuracy in recognizing words and attacking words that are known.
- 2) The amount of print recognized at each fixation of the eyes.
- 3) The rate of recognizing of words and phrases.
- 4) Rhythmic progress along the line of print an easy return seep to the next line.

b) Reading is mechanical process plus the acquisition of meaning advocates of this broader view hold there in addition to acquisition efficiency in the mechanical aspect given above; the reader must

fuse the meaning represent by the printed words into a chain of relate ideas.

- c) Reading is combination of mechanics, understanding, retention, and use. In this broadcast of the tree views, the reader should be able not to perform the mechanics and comprehend and the meaning of the words, but to critically evaluate the ideas expresse and apply then to his or her situation.

Nuttal in Asrianti (2015) states that reading is to recall, to understand, but interpret and analyze the printed page. Smith and Robinson in Asrianti (2015) state that reading an active attempt, on the part of the reader, to understand a writer message. The reader interest with and try to reconstrcut what the writer wishes to communicates.

Haris and Sipay in Asrianti (2015) state reading is the meaningful interpretation of printed or written verbal symbols. Nuttal in Asrianti (2015) remarks that reading is process of getting a message from a text or understanding a written text mean extracting the information from the text as efficiency as possible.

According to Clark and Silberstein in Asrianti (2015) define that reading is an active cognitive process of interacting with print and monitoring comperhension to establish meaning.

From this point of view, it can be conclude that reading is an active thinking process where the reader try to gain information given by the author and understanding what actually the purpose if the author.

b. Steps of Reading

A good method of approaching these problems look at the reading session in term of three phases: pre-reading, while reading, and post-reading. In line with the three phases in teaching reading, and focuses on reading as follows:

1) Pre reading

A teacher who starts the lesson in the way is hardly to motivate the learners. Some example of learning activities that can be adapt to the pre-reading activities are folows:

- a. Teacher writes down some key words on the blackboard and explain to the students by using the words into context.
- b. Teacher shows the picture related to the topic and ask the students some question based on the given picture.
- c. Teacher writes down key words of context in the blackboard and ask students.
- d. Teacher writers such themes (e.g. environment) in the board, then asks the to generate the theme into list of some topics. Teacher, asks the students to predict the tittle of the reading text material.
- e. Teacher asks students some questions orally. The questions should tent to the topic of the reading material.
- f. Teacher writes down such topics (e.g Health) in the board, then asks students to predict some vocabularies that will be use in the reading text.

g. Teacher writes down some key words of the reading text on the board, then asks students to predict the topic of the text.

2) Whilst-reading

Whilst-reading activities are such learning activities in order to develop reading skill. In this place, students understand or comprehend reading text materials. This comprehensive activity can offer some activities such as:

- (a) Genera
- (b) Specific ideas (scanning)

2) Reading intensively in order to gain:

- (a) Detailed information
- (b) Referred
- (c) Words, phrases, and sentences references (referencing)
- (d) The meaning of certain words, phrases, and sentences based on the context (deducing meaning from context)

3) Post-reading activities

Post reading activities are such activities to use correlate the student's gaining knowledge or information after reading the text and their prior knowledge. Some activities that can use in this phases:

- 1) Find out synonym and antonym or some words in the text.
- 2) Find out the meaning of certain symbols (e.g. the symbols of PON, symbols of scout, act, Abbreviation, and technical terms relate to the text).

c. Reading Principles

Harmer in Asrianti (2015) divides six reading principles. They are:

a) Encourage students to read as often and as much as possible

The more students read, the better. Everything we do should encourage them to read extensively as well as if not more than intensively. It is a good idea to discuss this principle with students.

b) Students need to be engaged with what they are reading

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading. We should try to help them get as much pleasure from it as possible. But during lesson too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

c) Encourage students to respond to the content of a text

It is important for students to study reading texts in class in order to find such things as the way we use language, the number of paragraphs they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way.

d) Prediction is major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers

give us a clue what is in the book; photographs and headlines hint at articles are about; we can identify reports from their appearance before we read a single word.

e) Match the tasks to the topic when using intensive reading text

Once a decision has been taken about what reading text the students are going to read (based on the topic of the text), we need to choose good reading tasks the right kind of question, appropriate, activities before during and after reading, and useful study exploitation. The most useful and interesting text can be undermined by boring and inappropriate tasks.

f) Good teachers exploit reading text to the full

Any reading text is full of sentence, words ideas, description, etc. good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for the study and then activation, and using a range of activities to bring the text to life.

d. Reading Rules

Brothers in Asrianti (2015) divides three reading rules that can improve the reading skill:

a) Cultivate the habit of reading

Someone never learn to become an efficient reader or to evaluate what you have read unless you have first become a steady reader.

b) Learning to read actively

This means, thinking while you read, you learned that mistake in reasoning are easy to make it often hard to spot. Thus, when you read especially when you read anything of controversial nature, you must be on alert for pitfalls in reasoning if you try to absorb material without thinking about it, the scope of your reading ability will remain very narrow.

c) Learning to apply a principle of subordination to what you read

It means that you must learn to recognize important ideas and to separate them from less important ideas and details.

- 1) Figure out the purpose of reading. Active background knowledge of the topic on order predictor anticipate content and identify appropriate.
- 2) Attend to the parts of the next text are relevant to the identify purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduce the ammount of information they have to hold in short-term memory.
- 3) Select strategies that are appropriate to the reading tasks and use them flexibly and interactively. Students' comperehension improves and their confidance increase when they use down and bottom-up skills simultaneously to construct meaning.
- 4) Check comparison while reading and when the reading task is complete. Monitoring comprehension helps students detect

inconsistencies and comprehension failures, helping them learn those alternative strategies.

e. The Kinds of Reading

Indriati in Asrianti (2015) classifies reading into three kinds, namely, reading aloud, silent reading and speed reading.

a) Reading aloud

Reading aloud is very important device that can not be overlook in achieving the goal because it is a great aid in the developing our habits to practice, in reading aloud. The students will get experiences as many times as possible.

b) Silent reading

Silent reading tends to reinforce the reader to find out the meaning of the words. This kind of reading leads the reader to a better comprehension. Silent reading is a skill to criticize what is writes to discuss something write means to draw inferences and conclusion as well as to express a new idea on the basic of what is read.

c) Speed reading

This kinds of reading is use to improve speed and comprehension in reading. This skill is very important for students. This skill of speed reading must run side comprehension. The rate of reading speed however, depends on the kind of reading material. The rate of speed

reading story or narration will be different from the reading scientific materials.

f. Types of Reading

Abbort, et. Al in Asrianti (2015) determine the types of reading for the purpose of reading.

a) Skimming

The eyes run quickly over the text to discuss what it is about, the main idea and the gist. However, a reader should look quickly across and down the page to find specific information.

b) Scanning

The readers are on the look out for a particular item he believes in the text. The scanning can be done to find name, data, statistic, or fact in writing. The eyes start quickly at the lines of writing.

c) Intensive reading

It also called study reading. This involves close reading of the text as the amount of comprehension should be high. The speed of reading is correspondently slower.

Woridijoyo in Asrianti (2015) puts forward some state or reading process as follows:

a. Perception

The perception here indicates the ability to read word a significant unit.

b. Comperhension

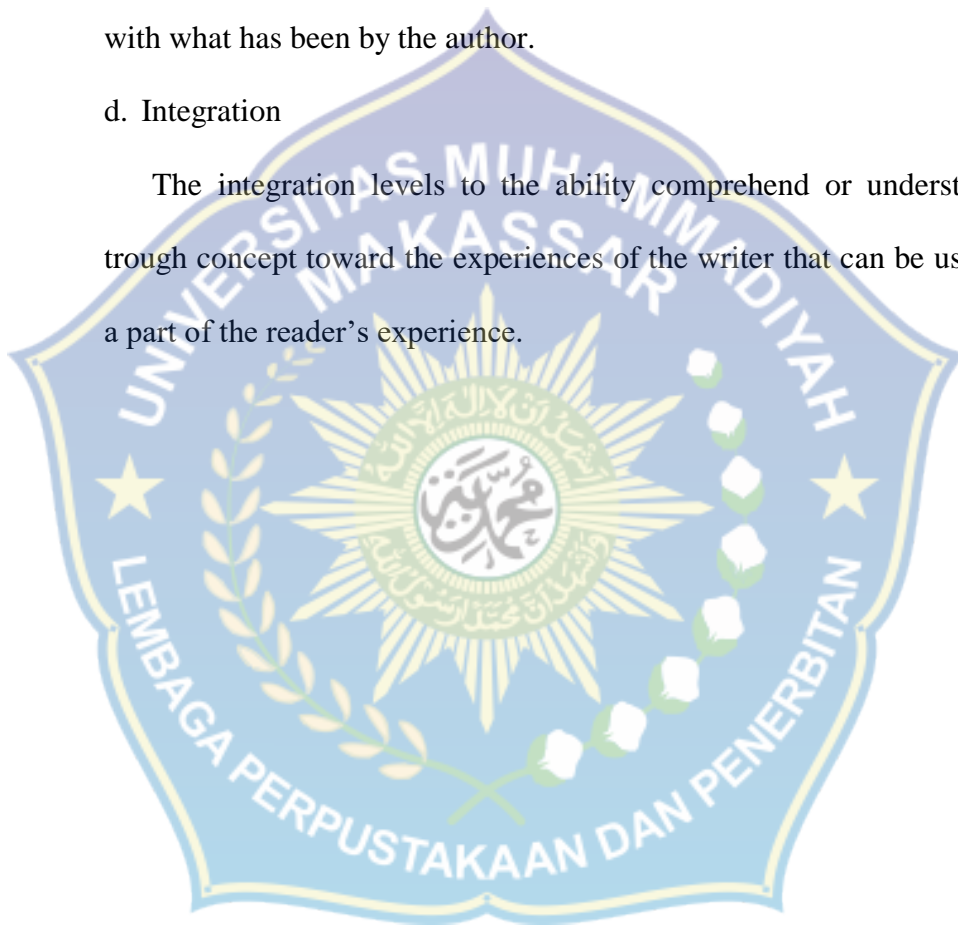
The comperhension refers ability to mind the author or writer word conductive to useful trough as read in the contexts.

c. Reaction

The reaction is the action that requires consideration in connection with what has been by the author.

d. Integration

The integration levels to the ability comprehend or understanding trough concept toward the experiences of the writer that can be useful as a part of the reader's experience.



C. Conceptual Framework

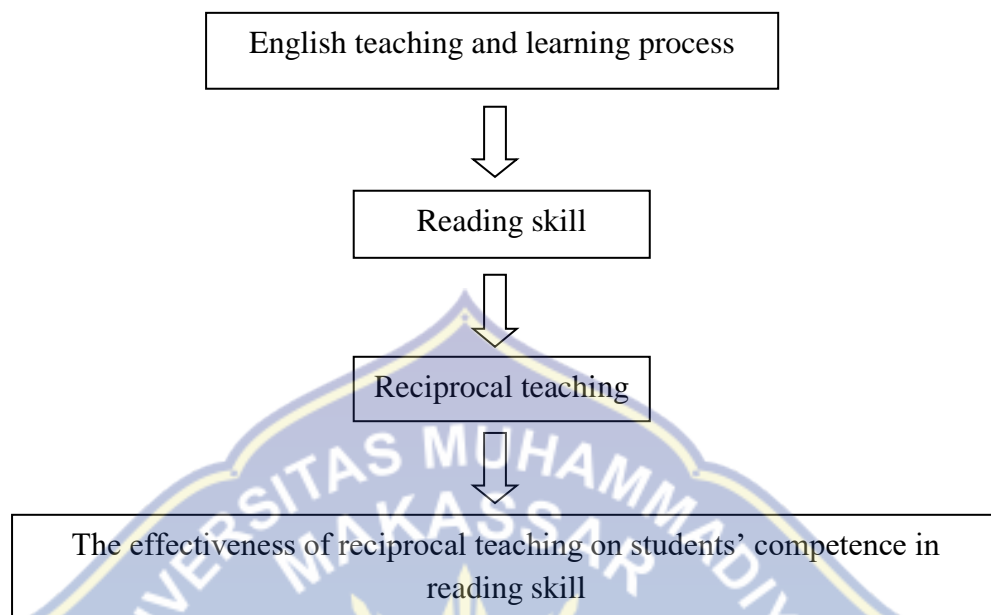


Figure 2.1. Conceptual Framework

As a result of this research, researchers taught English in the classroom. Then students are given reading about narrative text. After that, students explain what they read according to the method instructed by the teacher.

D. Hypotheses

H_0 : The implementation of reciprocal teaching method is not effective in improving student's competence in reading skill.

H_a : The implementation of reciprocal teaching method is effective in improving student's competence in reading skill.

CHAPTER III

RESEARCH METHOD

A. Design of Research

In this research, the researchers used experimental research. The researchers used quasi experiment design to see the effectiveness of reciprocal teaching on students' competence in reading skill.

Table 3.1. Design of Research

E	O1	X	O2
C	O1	X0	O2

Note: Source in Adam (2016)

Where:

E : Experimental group

C : Control group

O1 : Pre-test of the experimental and control group

X : The treatment of experimental group by using reciprocal teaching on students' competence in reading skill

O2 : Post-test of the experimental and control group

Xo : The treatment of control group by using lecture method on students' competence in reading skill

Based on the table 3.1, the researchers concluded that the object is taught by using two methods on the students of the eight grade in SMP Negeri 2 Bajeng Barat, Kab.Gowa. There are experimental group by using reciprocal teaching method and control group by using lecture method. The data is took and analyzed by quantitatively to found the effectiveness on students' comptence in reading skill by using reciprocal teaching method. The method of the research is quasy experimental research using non equivalent control group design.

B. Research Variables and Indicators

1. Variables

There were two kinds of variables in this research. The variables were follows:

- a. Independent variables : Reciprocal teaching
- b. Dependent variables : Students' reading narrative text

2. Indicators

The indicators of this research were the students' can find out the generic structure of narrative text and be able to answer multiple choice questions correctly.

C. Population and Sample

1. Population

Population of this research was conducted in the eight grade students of Junior High School 2 Bajeng Barat in the year 2018/2019. There are 5 classes

the eight grade students of Junior High School 2 Bajeng Barat namely VIII A in which consist of 21 students, VIII B in which consist of 20 students, VIII C in which consist of 22 students, VIII D in which consist of 20 students, and VIII E in which consist of 22 students. The total population are 105 students.

2. Sample

The sample of this research would be taken used purposively. Purposive sampling means taking sample based on the certain purpose. The researchers choosed two class that are VIII B and VIII D, in which consist of 20 students each class.

C. Instruments Research

The research instruments that was used by the researcher to collect data in this research was written test. The form of the test uses multiple choice test which consist of 20 questions items. The test is divided into two parts, pre-test and post-test, in order to see how well the students master reading narrative text through reciprocal teaching.

D. Data Collection

a. Pre-test

The pre-test conducted both of the groups, experimental and control group in order to know students' competence in reading skill in narrative text before treatment given.

b. Treatment

The researchers taught reading narrative text both of experimental group and control group. In experimental group the researchers deliver the material by using reciprocal teaching method except using reciprocal teaching in control group.

c. Post-test

The post-test is given after the teacher given treatment to know whether or not the change on students's competence in reading skill ability in narrative text.

E. Techniques of Data Analysis

The rubric scoring in this test, the researcher follows:

Table. 3.2. Rubric of Scoring

Question Number	Question Weight
1-20	5
Maximum Number of Scores	100

(Adopted from <http://format-penilaian>)

Note:

If correct get a score of 5

If wrong gets a score of 0

1. Calculating students correct answer of test:

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total number of items}} \times 100$$

(Sudjana, 2005:43)

2. After all students grades are obtained, the scores can then be analyzed.

3. Using SPSS (Statistical Product and Service Solution) to determine the students' value.
4. Interpret values to see the effectiveness of reciprocal teaching on students' competence in reading skill.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The objective of the research is to check there is any significant different between the students taught about reciprocal teaching on students' competence in reading skill. The researcher was chosen two classes as the sample of research. They are VIII D consist 20 students as an experimental class and VIII B consist 20 students as a control class.

The researcher gave pre-test to the both experimental and control class to know that classes were homogeneous. The researcher gave the treatment and post-test. The result of the post-test of both groups are compared by using T-test. The data post-test of both groups can be seen as follows:

1. Experimental Class

Experimental class is a class was taught by using students' visit to teach narrative text. Experimental class is VIII D class which consist of 20 students. The score of pre-test and pos-test in experimental class, as follows:

Table 4.1 The Score of Pre-Test and Post-Test in Experimental Class

No.	Name	Pre-test	Post-test
1.	S001	65	76
2.	S002	75	80
3.	S003	69	79
4.	S004	68	76
5.	S005	65	77
6.	S006	65	73
7.	S007	65	75
8.	S008	64	75
9.	S009	71	76
10.	S010	70	79
11.	S011	71	80
12.	S012	76	80
13.	S013	70	80
14.	S014	67	77
15.	S015	68	77
16.	S016	69	76
17.	S017	67	79
18.	S018	69	80
19.	S019	66	75
20.	S020	64	75

According to the table above, the result of pre-test and post-test from the experiment class, it shows that the lowest of pre-test was 64 and the highest score was 76. And the lowest score of post-test was 73 and the highest score was 80.

Table 4.2 Minimum, Maximum, Mean, Std.Deviation and Sum of Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test of Experimental	20	64.00	76.00	68.2000	2.1974
Post-Test of Experimental	20	73.00	80.00	77.2500	3.3654
Valid N (listwise)	20				

Based on the data pre-test score in experimental class above, the researcher found that the total score of pre-test in experimental class. The mean of the total pre-test score is 68, the minimum is 64, maximum is 76 and standard deviation is 2,1974. While in post-test, the mean is 77, the minimum is 73, the maximum is 80 and standard deviation is 3,3654.

The next explanation is the frequency table of data. The frequency table of data of narrative text pre-test and post-test of students in experimental class as follows:

Table 4.3 Frequency Distribution of Reading Pre-Test of Students in Experimental Class

		Statistics			
		Pre-Test	Post-Test		
N	Valid	20	20		
	Missing	0	0		

Pre-Test of Experimental Class					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid 64	2	10.0	10.0	10.0	
65	4	20.0	20.0	30.0	
66	1	5.0	5.0	35.0	
67	2	10.0	10.0	45.0	
68	2	10.0	10.0	55.0	
69	3	15.0	15.0	70.0	
70	2	10.0	10.0	80.0	
71	2	10.0	10.0	90.0	
75	1	5.0	5.0	95.0	
76	1	5.0	5.0	100.0	
Total	20	100.0	100.0		

Based on the table 4.3, it can be concluded that the pre-test scores of students' are started 64 until 76. The 2 students get scores are 64, 4 students get scores are 65, 1 students get scores is 66, 2 students get scores are 67, 2 students get scores are 68, 3 students get scores are 69, 2 students get scores are 70, 2 students get scores are 71, 1 students gets 75 and also 1 gets 76.

Table 4.4 Frequency Distribution of Narrative Text Post-Test of Students in Experimental Class

Post-Test of Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 73	1	5.0	5.0	5.0
75	4	20.0	20.0	25.0
76	4	20.0	20.0	45.0
77	3	15.0	15.0	60.0
79	3	15.0	15.0	75.0
80	5	25.0	25.0	100.0
Total	20	100.0	100.0	

Based on the table above, it can be concluded that the post-test scores of students are started 73 until 80. The 1 students gets a score 73, 4 students get a scores of 75, 4 students get a scores of 76, 3 students get a score of 77, 3 students get a scores of 79, and 5 students get a scores of 80.

2. Control Class

Control class is a class that was taught by using conventional method (lecturer method) in learning narrative text. This control class is VIII B class which consist of 20 students. The data obtained from pre-test and post-test given to the control class. The score of pre-test and post-test in control class, as follows:

Table 4.5 The Score of Pre-Test and Post-Test in Control Class

No.	Name	Pre-test	Post-test
1.	C001	64	75
2.	C002	63	72
3.	C003	63	74
4.	C004	64	76
5.	C005	70	79
6.	C006	63	76
7.	C007	65	78
8.	C008	66	75
9.	C009	64	77
10.	C010	62	73
11.	C011	64	78
12.	C012	62	77
13.	C013	61	74
14.	C014	60	72
15.	C015	61	70
16.	C016	66	79
17.	C017	60	69
18.	C018	65	76
19.	C019	59	67
20.	C020	68	75

Based on the table above, it shows that the lowest score in pre-test was 59 and the highest score was 70. And the lowest score in post-test was 69 and the highest score was 79.

Table 4.6 Minimum, Maximum, Mean, Std.Deviation and Sum of Control

Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test of Control	20	59.00	70.00	63.5000	2.7434
Post-Test of Control	20	67.00	79.00	74.6000	3.2991
Valid N (listwise)	20				

Based on the data of pre-test score in control class above, the researcher found that the total score of pre-test in control class. The mean of the total pre-test score is 63, the minimum is 59, maximum is 70 and standard deviation is 2,7434. While in post-test, the mean is 74, minimum is 67, maximum is 79 and standard deviation is 3,2991.

The next explanation is frequency table of data. The frequency table of narrative text pre-test and post-test of students' in control class as follow:

Table 4.7 Frequency Distribution of Reading Pre-Test of Students' in Control Class

Statistics

	Pre-Test	Post-Test
N Valid	20	20
Missing	0	0

Pre-Test of Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 59	1	5.0	5.0	5.0
60	2	10.0	10.0	15.0
61	2	10.0	10.0	25.0
62	2	10.0	10.0	35.0
63	3	15.0	15.0	50.0
64	4	20.0	20.0	70.0
65	2	10.0	10.0	80.0
66	2	10.0	10.0	90.0
68	1	5.0	5.0	95.0
70	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Based on the table above, it can be concluded that the pre-test scores of students' are started 59 until 70. The 1 students get score is 59, 2 students get scores are 60, 2 students get scores is 61, 2 students get scores are 62, 3 students get scores are 63, 4 students get scores are 64, 2 students get scores are 65, 2 students get scores are 66, 1 students gets 68 and also 1 gets 70.

Table 4.8 Frequency Distribution of Reading Text Post-Test of Students in Control Class

Post-Test of Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 67	1	5.0	5.0	5.0
69	1	5.0	5.0	10.0
70	1	5.0	5.0	15.0
72	2	10.0	10.0	25.0
73	1	5.0	5.0	30.0
74	2	10.0	10.0	40.0
75	3	15.0	15.0	55.0
76	3	15.0	15.0	70.0
77	2	10.0	10.0	80.0
78	2	10.0	10.0	90.0
79	2	10.0	10.0	100.0
Total	20	100.0	100.0	

Based on the table above, it can be concluded that the post-test scores of students are started 73 until 80. The 1 students gets a score of 67, 1 students get a scores of 69, 1 students get a scores of 70, 2 students get a score is 72, 1 students get a scores of 73, 2 students get scores is 74, 3 students get a scores is 75, 3 students get a scores is 76, 2 students get a scores 77, 2 students get a scores 78, and 2 students get a scores of 79.

B. Data Analysis

There are two kinds of test to analyse the data of this research. The normality test is to know that sample is normal distribution or not. While homogeneity or not. Each test is presented in the following section:

1. Normality Test

In the research, the researcher uses SPSS program 16 to analyse the normality test. The researcher use Kolmogorov-Smirnov to check the normality test. The data declared significant if the significant more than 0.05.

Table 4.9 Normality Pre-Test of Experimental Class and Control Class

		Tests of Normality					
Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Experiment	,175	20	,055	,968	20	,702
	Pre-Test Control	,128	20	,200*	,917	20	,086

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From the table above shows the result of normality test in pre-test experimental and control class. The sample are in normal distribution because the value significance correlation is higher than 0,05. In pre-experimental class the value significance correlation is 0,055, it is higher than 0,05. It can be concluded that the sample in the pre-test control class are normal. Then, in the pre-test control class that value significance correlation is 0,200. It is higher than 0,05, it can be concluded that the sample in the pre-test control class are normal.

Table 4.10 Normality Post-Test of Experimental Class and Control Class

Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil Belajar Siswa	Post-test experiment class	.187	20	.065	.892	20	.029
	Post-test control class	.148	20	.200*	.942	20	.263

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table above the result of normality test is normal. The sample are in normal distribution if the value significance correlation is higher than 0,05. In the post-test experimental class is 0,065, it is higher than 0,05. It can be concluded that the sample in the post-test experimental class is normal. While, in the post-test control class is 0,200. It is higher than 0,05, it can be concluded that the sample in post-test control class are normal. From the result concluded above, it can be seen that the all data are normal.

2. Hypotheses Testing

Hypotheses testing can be done after the normality and homogeneity test are done. This research, the researcher used T-test for hypotheses. T-test used to differentiate if the students' result of reading on narrative text taught by using reciprocal teaching is significant or not. The researcher uses program SPSS 16 to analyse the T-test. This research the Null hypothesis (H_0) states that there is no significant effect of reciprocal teaching to teach reading skill on narrative text of

eight grade students of SMP Negeri 2 Bajeng Barat in the academic years 2018/2019. While the alternative hypothesis (H_a) states that there is a significant effect of reciprocal teaching method to teach reading skill on narrative text of eight grade students of SMPN 2 Bajeng Barat in the academic years 2018/2019.

The basic read value of significant T-test: if value of significant or sig.(2-tailed) higher than 0,05, H_0 accepted and H_a rejected. While if value of significant or sig. 2 (2-tailed) lower than 0,05, H_0 rejected and H_a accepted.

Table 4.11 The Result of Post-Test Experimental Class and Control Class

		Levene's Test for Equality of Variances		T-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	1,885	,178	2,990	38	,005	2,650	,886	,8556	4,444
	Equal variances not assumed			2,990	33,087	,005	2,650	,886	,8468	4,532

Based on the table above, it can be concluded that the students' the result post-test of experimental class and control class were significantly different. The alternative (H_a) was accepted and null hypotheses (H_0) was rejected. Then, table 4.11 shows that the T-test value is 2,99, it is grater then T-table is 2,53. It means

that there is a significant effect between the students taught by using reciprocal teaching on students' competence in reading skill.

C. Discussion

In this section discusses the implementation of reciprocal teaching method effective in improving students' competence in reading skill. The purpose of this research is to use the reciprocal teaching method to improve students' ability to read using narrative text. Referring to the comparison between pre-test and post-test from the experimental class, there was an increase in students' scores. It can be concluded that the scores of students in the experimental class are very different from the scores of students in the control class after treatment on the use of reciprocal teaching methods. Then the statement from another research which has the same technique in another thesis, by the title *Improving Reading Comprehension Through Reciprocal Teaching Technique (A Classroom Action Research of MTS 1 Hidayatul Umam, Cinere, Depok)* showed the result of the improvement score of the post-test gained. It can be proved with the recent research which has been done by Rosenshine and Meister, they noted an important issue: scores on researcher created measures of reading comprehension showed significant gains after exposure to reciprocal teaching in controlled studies.

The writer also concluded that reciprocal teaching method helps both teacher and eighth grade students of SMPN 2 Bajeng Barat in increasing the reading ability of narrative text. From the writer's experience in the teaching and learning process which has been conducted in the experiment class for four meetings in experiment

class, the students a text, and they have to analyze the text in the group, the writer observed the students' performance in group and all of the students followed the process well, it means, they were responsible in mastery their materials and they were capable of sharing and explaining their materials to the students in their group while, in order to avoid the students' mistake in interpreted the meaning of the text that was given by the teacher, a teacher, demanded to be a critical partner in learning and providing correcting feedback.

Another thing why reciprocal technique helps the students in increasing the reading ability of narrative text is a fact when the writer observed the students while they were in the group. The students made an active engagement with the text by all group members, they sharing their understanding with each other, they talked about each section of the text and explored the information of the text. In the activity the group member took an active role by asking and responding to question, students asked question about the meaning of vocabulary words or a section of text that was unclear, students made a summary statement that demonstrated that they do indeed comprehend the text. In this case; it showed the earnest efforts to make meaning from what they were read and then they were using the model to actively increase and monitor their understanding.

It simply illustrates that the students who are taught by using reciprocal teaching method have better improvement in ability in reading narrative text than those who are did not taught by using reciprocal teaching method at the eight grade students of SMP Negeri 2 Bajeng Barat.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter it can be concluded that the implementation of reciprocal teaching method was effective in improving students' competence in reading skill. It was proved by the improvement of mean scores the pre-test of experimental class (68) became (77) in post-test and the mean scores of pre-test in control class (63) became (74) in post-test. And based on the result of post-test of experimental class and control class were significantly different, it shows that the T-test value is 2,99 it is higher than T-table value is 2,53. It showed that there was an improvement which indicated that the implementation of reciprocal teaching was effective in improving students competence in reading skill.

B. Suggestion

Based on the conclusion above, the researcher gave suggestion as follow:

a. For the teacher

The success is teaching does not depend on the lesson program only, but more important how the teacher can presents the lesson and uses various method, technique, and strategies to manage the class and made the students enjoyable to learn english especially narrative text and the teacher should given motivation in or out class.

b. For the students

The students' should have more practice in writing and the students should ask to the teacher if there is something that they do not understand.

c. For the researcher

The researcher is hoped to be the new experience in teaching learning process, especially in teaching reading. The researcher also hoped this paper can be little contribution to teach English. Other researcher can developed with their other material which in suitable for the teaching learning process of English lesson.

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