

**IMPROVING STUDENTS' READING COMPREHENSION ON  
NARRATIVE TEXT THROUGH RECIPROCAL TEACHING TECHNIQUE  
( A Classroom Action Research at the 10<sup>th</sup> Grade of SMK Muhammadiyah 2  
Bontoala Makassar )**



**A THESIS**

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**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2019**



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 Through Reciprocal Teaching Technique ( A Classroom Action  
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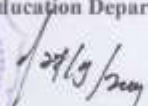
  
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## **ABSTRACT**

**RUSTIANI**, 2019. The English Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Theses: Improving Students' Reading Comprehension On Narrative Text through Reciprocal Teaching Technique. Supervised by : Syamsiarna Nappu, and Ratu Yulianti Natsir

Dealing with learning English, students are always faced by English reading text at school, but they have some problems within. The students got difficulties if teacher let them read, for instance they got difficulties to finding main idea and the structure. To acquire the students' reading comprehension is needed to simulate the students' mind and corrective feedback. Thus, in study, the researcher to apply reciprocal teaching technique. This technique is aimed to find out whether teaching reading through reciprocal teaching technique can solve the problem and can improve students reading comprehension. Then, the researcher collected the progression result of students' score and participation in process of learning reading narrative text at Class X of SMK Muhammadiyah 2 Bontoala Makassar. In this study, the researcher conducted, the learning process in reading thorough reciprocal teaching technique by CAR. It focused by Taggart and Kemmis design: Planning, Action/Implementation, Observing and Reflecting. The Instrument that were used in this researched involved the English test sheet, and observation sheet. Based on the research result, the comprehension of students in the text through reciprocal teaching technique has improved, in the result of Cycle-test in the second cycle gained 30 students who passed the Standard of Minimum Criteria students' generally positive. Based on the these findings can be concluded that the application of the reciprocal teaching technique can improve students' reading comprehension of grade X of SMK Muhammadiyah 2 Bontoala Makassar.

**Key words:** Reading Comprehension, Reciprocal Teaching Technique and Narrative text.

## ABSTRAK

RUSTIANI, 2019. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Tesis: Meningkatkan Pemahaman Membaca Siswa Pada teks Naratif melalui Teknik Pengajaran Timbal Balik. Dibimbing oleh: Syamsiarna Nappu dan RatuYulianti Natsir.

Dalam belajar Bahasa Inggris, Siswa selalu dihadapkan dengan teks membaca Bahasa Inggris di Sekolah, dan Siswa memiliki beberapa masalah atau kesulitan dalam belajar Bahasa Inggris. Masalah yang dihadapi Siswa yaitu kesulitan menemukan ide pokok dan struktur dalam membaca. Dengan demikian, dalam penelitian ini Peneiti menerapkan teknik mengajar timbal balik. Teknik ini bertujuan untuk mengetahui apakah dalam belajar membaca melalui teknik pengajaran timbal balik dapat memecahkan masalah dan dapat meningkatkan pemahaman membaca siswa. Penelitian ini dilakukan di SMK Muhammadiyah 2 Bontoala Makassar Kelas X Akuntansi dan menggunakan Penelitian Tindakan Kelas, dimana ada 4 Proses yang didesain oleh Taggart dan Kemmis: Perencanaan, Tindakan/Implementasi, Mengamati dan Refleksi. Instrument yang dilakukan dalam Penelitian ini adalah lembar tes Bahasa Inggris dan lembar observasi. Berdasarkan hasil penelitian, pemahaman siswa dalam membaca melalui teknik mengajar timbal balik telah meningkat, dalam teks siklus kedua diperoleh 30 Siswa yang lulus Standar Kriteria Minimum.

Berdasarkan hasil penelitian tersebut, disimpulkan bahwa penerapan teknik pengajaran Timbal balik dapat meningkatkan pemahaman membaca siswa Kelas X SMK Muhammadiyah 2 Bontoala Makassar.

Kata kunci: Pemahaman Membaca, Teknik Mengajar Timbal Balik dan Teks Naratif.

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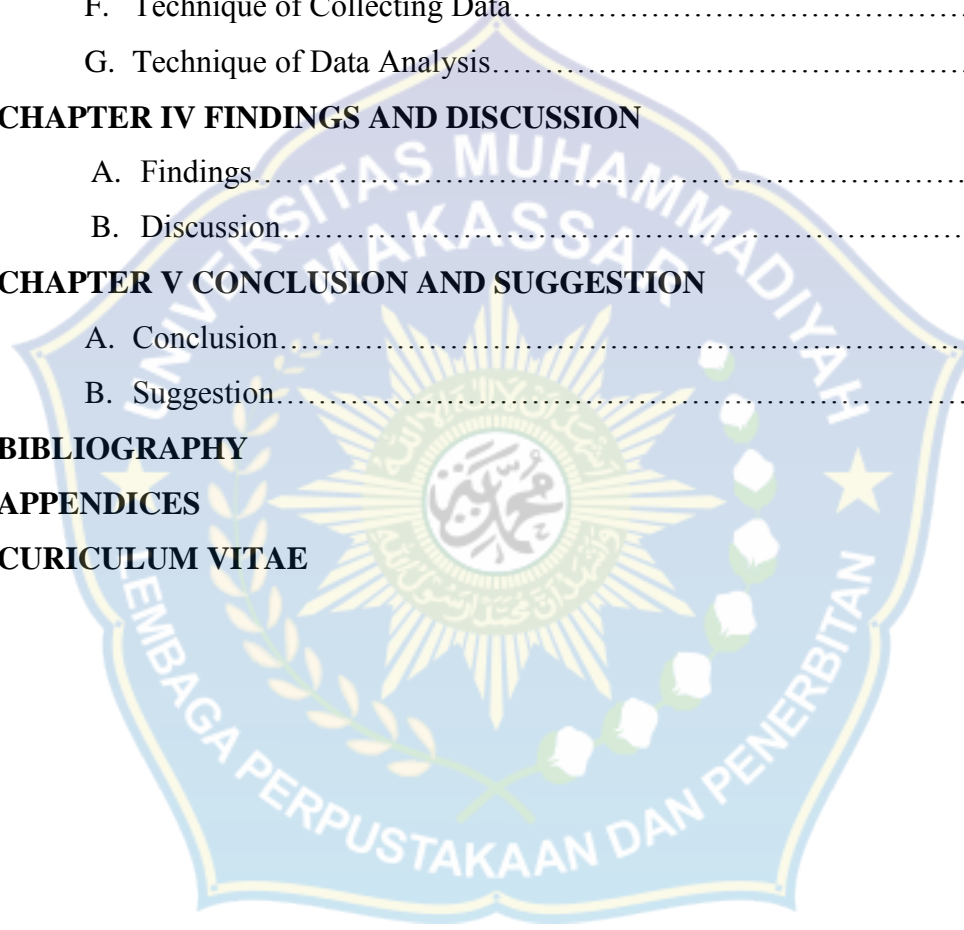
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# CHAPTER 1

## INTRODUCTION

### A. Background of Study

English was very important to be learned because English is international language, it means by knowing English well students will be able to communicate with the foreigners with different language and culture. In Indonesia the first foreign language that taught at school and it is considered as an important subject to acquire the knowledge, and to develop technology, art, and culture. English is one of subject that is taught from kindergarten school until university. Based on the school curriculum for English, teaching English is a subject that is consists of four skill such as listening, speaking, reading and writing. Moreover, there are some elements of language that should be thought to develop these four skills they are; grammar, vocabulary, pronouncation and spelling.

Actually all of English skills and English elements are important, but reading skill is the most important skill that should be mastered by English learner. Reading ability able to getting information from the readable source by comprehending the content. That reading was a process of building and understanding of the written text reading process according. In opinion Jaenal (2010) argue that reading was a process that was carry and used by readers who want to got the message deliver by the author through the medium of words or written language. From that statement

can be concluded that reading is process in understanding the meaning to get information from the text to draw a conclusion of the information.

Unfortunately, nowadays students face a complicated problem in using English specially reading. Harmer (2000;16) states that most people think a decent standard of competence in reading to group is a part of the basic professionalism of any job too many professional are nervous about reading and afraid do not read well. From that statement concluded that there are some problems that perhaps found in reading. In some cases they perhaps know about some vocabulary that they need to express about some information or expression but they are afraid to make mistake in pronunciation or structure or they feel shy to their friend when do a mistake.

Based on the observation and interview in SMK Muhammadiyah 2 Bontoala Makassar, the researcher found that there were some problems faced by the students especially in reading comprehension as follows: they are difficult finding main idea of the text, they are difficult to deduce the meaning, they are difficult to state and generic structure, lack vocabulary.

In real situation the researcher did not find the ideal reading teaching at class Akuntansi of SMK Muhammadiyah 2 Bontoala Makassar because most English teachers still thought used boring technique in reading achievement. Therefore it is very important to provide an alternative technique to improve the students' reading achievement. The researcher uses the reciprocal teaching technique as an implementation for improving student's reading comprehension.

Palinscar and Brown (2002) describes the concept of reciprocal teaching was a powerful strategy for improving reading comprehension. Teacher need to explicitly teach and model the four basic strategies: predicting, questioning, clarifying, and summarizing. Predicting is something most students are familiar with and use regularly activate background knowledge and to confirm hypothethis; Questioning is the strategy in which students generate questions about what they are reading. Clarifying support students in monitoring their own comprehension-it gets to think about what is confusing to them as they read; summarizing is recalling and arranging information and contruction overall understanding. It is important that students understand that skilled readers employ the reciprocal teaching strategies every time they read something, and that this is a great habit to develop as away to improve their comprehension skills.

Based on the background above, the researcher interest in conducting a calssroom action research under the title “*Improving Student’s Reading Comprehension on Narrative Text Throught Reciprocal Teaching Technique*” (A Classroom Action Research at the 10th Grade of SMK Muhammadiyah 2 Bontoala Makassar).

## **B. Problem of Statement**

1. Can the use of Reciprocal Teaching Technique improve students’ reading comprehension in terms of Main Idea in learning English at Tenth Grade of SMK Muhammadiyah 2 Bontoala Makassar ?



2. Can the use of Reciprocal Teaching Technique improve students' reading comprehension in terms of Structure in learning English at Tenth Grade of SMK Muhammadiyah 2 Bontoala Makassar ?

### **C. Objective of the Research**

The objective of the research are to find out whether or not:

3. The use of Reciprocal Teaching Technique improve students' reading comprehension in terms of Main Idea in learning English at Tenth Grade of SMK Muhammadiyah 2 Bontoala Makassar ?
1. The use of Reciprocal Teaching Technique improve students' reading comprehension in terms of Structure in learning English at Tenth Grade of SMK Muhammadiyah 2 Bontoala Makassar.

### **D. Significance of the Research**

The significances of this research are classify into two parts, for students and teacher theoretically and practically. Theoritically, for students; to increase their knowledge and ability in reading so they can read actively and fluently, do not be afraid to make any mistakes. Pratically for the teacher, helpful reference for the English teacher in order they can improve konwledge and technique in teaching English especially in teaching reading.

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

This research is focused on the teaching in reading narrative text through Reciprocal Teaching Technique of Grade Tenth at SMK Muhammadiyah 2 Bontoala Makassar in School Year 2019.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses the some pertinent ideas, definition of reading, teaching reading, reading comprehension, narrative text, and reriportal teaching technique.

#### A. Same Pertinent Ideas

##### 3.1. Defining of Reading

Reading was essentially a complex that involves many things, not just recite the text, but also involves a visual activity, thinking, psycholinguistic and metacognitive. As the visual process, reading is a process of translating written symbol (letters) into spoken words. As a process of thinking, reading activities include word recognition, literal comprehension, interpretation, critical reading, creative reading, and creative insight. Introduction of word can be read the words activity using dictionary.

According to Day and Bamford (2001: 12) reading is construction of meaning from a print of written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at ,meaning at an understanding.

Many foreign language students often have reading as one of their important goals. They want to be able to read for information and pleasure, for their career, and for study purposes (Richard & Renandya, 2002: 273). In fact, in most EFL

situation, the ability to read in a foreign language is all that students ever want to acquire.

According to the statement above Harmer (2007:99) stated reading is useful for language acquisition. Provides that students more understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students vocabulary knowledge, on their spelling or on their writing.

Laila *et al* (2011: 12) In English learning, reading was one of the main skills that must be mastered by students to have a language competence because; the success of learning of learning any subject matter depends on the competence of reading. Students who like reading will gain new knowledge and insights that can increase their intelligence. Such as reading books or text that can increase students vocabulary and language also effect the students, because the more students read, the more vocabulary that the controlled and increasingly easier for them to speak. The same goes with the English language, understanding of the text or books will facilitate students' English language.

A text book was media to transfer knowledge that is very commonly used in the academic level (Djiwandono, *et al* 2009:35). To be able to use text books as a source of knowledge we will be able to use as much as possible the distribution of the contents, titles and subtitles of each chapter, and index. Below we can see how the achievement of objectives in an efficient read. The first find out that

contain in the book, read the list of contents and conclude whether the contents of the book according to the topic you are looking for.

Second, to determine more clearly the charge contents of the books, can be the first state above you still want to know more specifically whether the topic you are looking for it will be discuss in the book. Open the index, and look for the keywords you are looking at the index. Follow the reference pages in the index, and read the page to determine if indeed the information you are looking for.

Third, to know what is contained in sub- chapter, you have found the topic you are looking for at a particular chapter, but still want to classify whether the details according to your search. Open that chapter, and read the initial paragraphs, which are generally preceded by a sub-heading “introduction” or before the first subtitles. These paragraphs, especially the parts finally, generally give guidance on the content outline in the next sections in the chapter. Next to further solidify your beliefs about the contents of that chapter, read the subtitles, subtitles on that chapter. On subtitles you will be obtaining more complete picture of the contents of that chapter.

Based on the explanation, reading was a process in understanding the meaning to get information from the text to draw a conclusion of the information.

## 2.1 Teaching Reading

### 1) Definition of Teaching Reading

According to Harmer (2007: 23) teaching is not easy job, but it is necessary one, and can be very rewarding when we see our student's progress and know that we have help to make it happen. It is true that some students can be difficult and stressful at times, but it also worth remembering that at its best teaching can also be extremely enjoyable.

Regarding to the explanation of teaching above, the writer concludes that teaching is activities and manages the environment in a good condition to make and give the opportunity for the student in learning processes to get purpose.

In the classroom, the teacher's job to promote these tress learning process by the use of appropriate teaching act. Thus, he or she: present and explains new material in order to make it clear, comprehensible and available for learning, give practice to consolidate knowledge, and test. In order to check what has been mastered and what still needs to be learn or reveere. And also, the teachers' responsibilities in helping learners achieve these goals will be to motivate reading by selecting or creating appropriate text, to encourage critical reading, and to create a supportive environment for practicing reading. Each learner will have different strengths to build on and different weakness to overcome. Therefore there can be no single, set, rigid methodology for reading. The teacher will need to focus on different goals at different times and to use a range of materials and tasks (Hedge, 2000: 205).

## 2) The importance of Teaching Reading

Alyousef (2005: 147) states that any reading component of an English language course may include a set learning goals for:

Developing the ability to read a wide range of text in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.

- a. Building a knowledge of language which will facilitate reading ability
- b. Building schematic knowledge
- c. Developing the ability to adapt the reading style according to reading purpose (i.e. skimming, scanning)
- d. Developing an awareness of the structure of written texts in English taking critical stance to the contents of the texts.

## **B. Reading Comprehension**

Reading comprehension define as the level of understanding of writing. The reading comprehension focus on the ability to draw the meaning from certain writing. According to Buehl (2001: 5) in the past, reading comprehension was describes more as the skill than as an active mental process. Reading is understood as the skill recognizing letters, words, which let to the ability to connect words into sentences, sentences into paragraph and paragraph into longer discourse that represented various themes or ideas. However, the key concept of comprehension is that a reader constructs meaning from texts rather than merely reproducing the words on the page. Meaning is something that is actively created rather than passively received.

## C. Narrative Text

### 1. Definition of Narrative text

Narrative text is one type of text of taught for the first grade in Senior High School. In narrative text student are expect to understand about the context and to find the moral value of the story. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, horror stories, fable, legend, folktale, short story, etc.

Anderson (2003:5-7) said, narrative is a text that tells a story and in doing to entertains audience. Similarly, Allan Mayyers (2005) argues that narrative is telling a story and to be interesting, for readers to renspond to some event in your life as if it were their own.

Meanwhile Garnet (2003:7), a narrative text tell a story that may be based on the writer's imagination or on fact. The purpose of narrarative is to entertain the reader.

According to explanation above, Narrative text is a story that has happen, the story series is relate.

### 2. The Generic Structure of Narrative text

According to Grace generic structures of narrative text are:

- a) The orientation which is giving information about the setting of the scan that shows the place and the time of the story just happened, introduce the people in the story and what is involved in it.



- b) Complication which telling the beginning of the complication or problematic which leads to the climax or crisis of the main participant.
- c) Resolution, resolving the crisis or the problem either in a happy or in a sad sending.
- d) Re-orientation is closing remark to the story which consist a moral lesson and advice or the readers.

### 3. Language features

- a) Noun: traveler, bundles, tree, road, etc.
- b) Pronouns: they, their, its, it, etc.
- c) Noun phrase: the dusty and rough road, a big old tree, etc.
- d) Time connectives and conjunction: one day, a week, later, then, a long, long time ago, when, etc.
- e) Adverb and Adverbial Phrase: angrily, in horror, etc.
- f) Material Processes (action verb): arrived, ate, went, etc.
- g) Verbal Processes (saying verbs): asked.

### 4. Purpose

To entertain the reader with a story that deals with complication or problematic events which lead to a crisis and in turn finds a resolution.

### 5. Example of Narrative text

**Table 2.1 Example of Narrative Text**

<b>Snow White</b>
<p><b>Orientation</b></p> <p>Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were died.</p>
<p><b>Complication</b></p> <p>One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go America and they didn't have enough money to take Snow White.</p> <p>Snow White did not want her Uncle and Aunt to do this, so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.</p>
<p><b>Resolution</b></p> <p>Then she saw this little cottage she knocked but no one answered, so she went inside and fell asleep.</p> <p>Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs said, "what is your name?" Snow White said, "My name is Snow White." Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story</p>
<p><b>Re-orientation</b></p>

Finally Snow White and seven dwarfs lived happily ever after.”

## **D. Reciprocal Teaching Technique**

### **1. The Definition of Reciprocal Teaching Technique**

Before implementaion of reciprocal teaching techniqe is. Based on

Farri's description, she stated that:

Develop by Pallinscar and Brown (2002), reciprocal teaching is one of th most carefully research, prominent strategies. In this cooperative learning procedure, the teacher and the student work together to develop an understanding of the text. There are four thoughtfully integrated comprehension strategies at the core of this approach, prediction, questioning, seeking clarification, summarization.

According to Fajarwati (2010:17), Reciprocal teaching is a model of a learning activitiesin the form of teaching materials to friends. In this learning model students play a role as a teacher to convey material to his friends.

Slavin (2011:14), reciprocal teaching technique is a small group teaching model based on the principles of formulation of questions through teaching and giving example, teachers cultivate, meta cognitive abality, especially to improve reading performance of students who have a poor understanding.

It means that, reciprocal teaching technique is a process to comprehend text by using four steps which is done by the teacher and the students to built their speculation about the text.

Meanwhile, Cambridge Advance Learners' Dictionary (2001) defines reciprocal as "a reciprocal action arrangement involve two people or groups of people who behave in the same way or agree to help each other and give each other advantages." In other words, reciprocal is regarded as an interaction between two people or more again same purpose cooperatively. Meanwhile teaching derived from word teach, it is defined as "to give someone knowledge or to train someone. In this sense, reciprocal teaching means and activity consist of two people of groups by giving or training them to reach the same perspective.

Based on the explanation, Reciprocal Teaching Technique is an instructional activity that takes the form of a dialogue between teacher and students regarding segments of text for the purpose of constructing the meaning of text.

## 2. The Strengths and Weaknesses of the Reciprocal Teaching Technique

According to Azis (2007:113) the Reciprocal Teaching Technique Strengths are as follows:

- a. Deveolop student creativity.
- b. Foster cooperation between students.
- c. Grow students' talent in conversation and develop attitudes.
- d. Students pay more attention to the lesson because they appreciateit themselves.
- e. Ask for opinions and speak in front of the class.
- f. Train students to analyze problems and draw conclusions in short time.

- g. Grow the characteristic of the teacher because students will feel the teacher's feelings when doing learning in students who are busy or not playing attention.
- h. Can be use for many subject matter and limited time allocation.

The weaknesses of Reciprocal Teaching Technique are follows:

- a. There was lack of seriousness of the students who are selected as teachers that cause the goals not to be obtained.
- b. Listeners (uninvited students) often laugh at the behavior of students who become teachers so that it destroys the atmosphere.
- c. Successfully playing attention to students for lessons and only paying attention to students activities requested by the teacher makes final conclusion difficult to accept.

### 3. The Strategy of The Reciprocal Teaching technique

According to Palinscar and Brown (2002), reciprocal teaching technique, there are four strategies:

#### a) Question generating

In this strategy, students are given the opportunity to make inquiries regarding the material being discuss. The question is expect to reveal the mastery of the concept of the matter being discuss.

#### b) Clarifying (Explaining)

Is an important activity when learning, especialliy for student who have difficulty in understanding a material. Students can ask the teacher

about concept that are still difficult or unbreakable with the group. In addition, also clarify concepts by asking questions to students.

c) Predicting

This strategy is a strategy where students hypothesize or approximate what concepts will be discuss next by the presenter.

d) Summarizing

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

According to Suyitno (2006:34), there are some steps of reciprocal teaching are as follows:

- a) The teacher prepares material that will be subject to the reciprocal teaching technique, the material is informed to the students.
- b) Students discuss the material together with one group's friends.
- c) Student are ask to make inquiries regarding the material being studied.
- d) Teacher designates one of the students as a representative of his group to explain his findings in front of the class.
- e) Student are given opportunity to clarify the materials that are still considered difficult so that they can not be solved in groups. Teacher also have the opportunity to conduct question and answer activities to find out the extent to which students' conceptual understanding.
- f) Students are given the task of individual exercise including questions that refer to students ability to predict development of the material.

## E. Conceptual Framework

That conceptual framework in this research can be seen below:

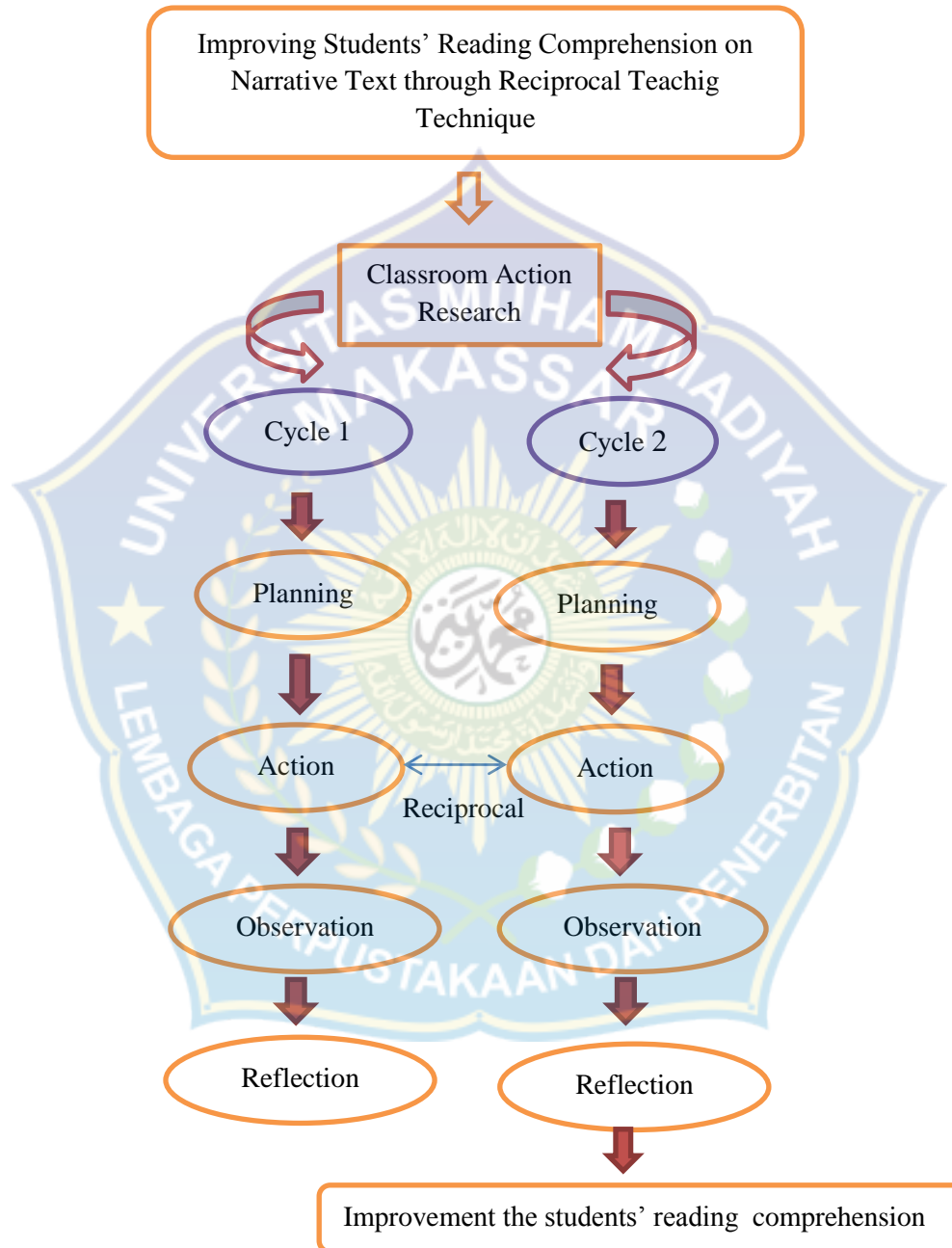


Figure 2.1 The Conceptual Framework

In this research, the researcher used the Classroom Action Research to Improve students reading comprehension through reciprocal teaching technique. The researcher divide into two cycle namely cycle 1 and cycle 2. Each cycle include planning, action, observation and reflection.





## **CHAPTER III**

### **RESEARCH METHOD**

This chapter deals with research design, research variable and indicator, subject of research, research instrument, technique of collecting data and technique of data analysis

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

The research used Classroom Action Research (CAR) that contain of four stages, they are: planning, action, observation, evaluation or Reflection. The research hold around two cycle and each cycle consist of four meetings. There is first and second cycle and cycle is the series of activity which is close relation. Where the realization of the second cycle is continue and reparing from the first cycle.

Kemmis and Taggart (2006:97) describe the approach or the procedure of Classroom Action Research into four stage: They are; (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting. The relation among them is call a cycle. It means that a cycle consist of Planning, Acting, Observation and Reflecting. The research chooses the scheme because the scheme it's easy to understand.

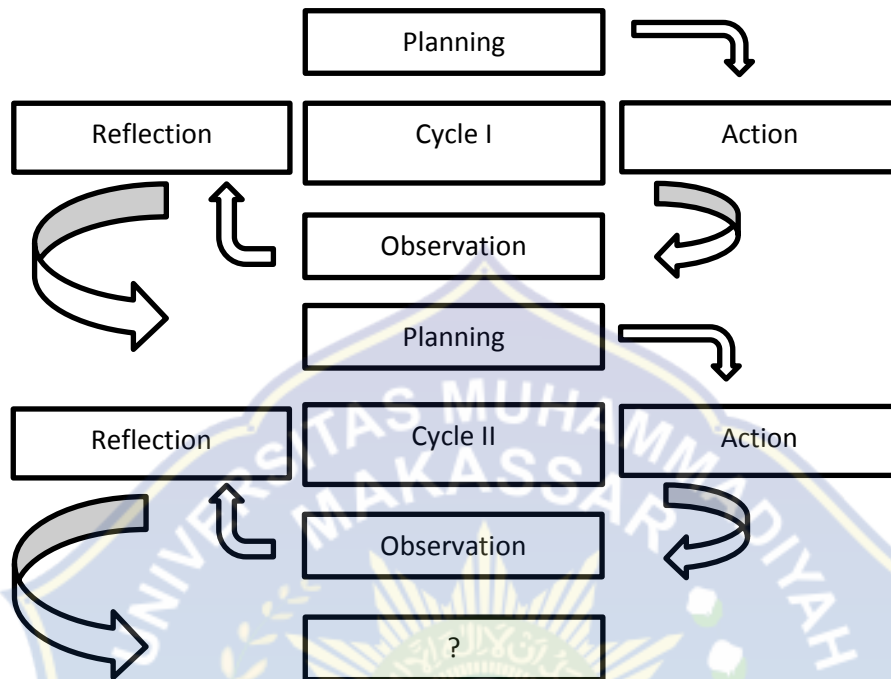


Figure 3.1 The Procedure of Classroom Action Research

(Kemmis and Mc. Taggar Model I 2006:73)

### Cycle I

#### **1. Planning**

The activities in this stage are as follows:

- a. The researcher conditions-class to be ready to accept learning process
- b. Making lesson plan base on the curriculum and arrange the material of lesson plan and it will base on the teaching of reading comprehension thought reciprocal teaching.
- c. Making pre-material or pre-test.

## **2. Action**

- a. The researcher determines the material, namely narrative text. And explain the specifics of the narrative text; definition, purpose, and generic structure.
- b. The researcher gave instruction to students to read a reading text about narrative story that already prepare by teacher
- c. The researcher apply the reciprocal teaching technique in the classroom
- d. Researcher arranges the questions coherently on the basis of the plot
- e. Teacher gives guidance to the students how to answer those questions perfectly.
- f. After that, the students answer the question and string the answer to be a paragraph by adding conjunctions appropriate.
- g. The teacher observes the students' mistakes in reading by answer the question and employing conjunctions and to correct the errors.

## **3. Observation**

When the action phase, the researcher observes the process of classroom action research of learning reading comprehension (narrative text) by using reciprocal teaching technique. When observing, the researcher notes all of

activities in the classroom, it is regarded on class situation and students' response.

#### **4. Reflection**

In this phase, after gave an action at the first cycle, then the researcher find about the problem appeared when the plan has been implemented. In this case, there were some students' not achieved to KKM in learning English. Consequently, the researcher have to prepared and arranged for the next cycle.

#### Cycle II

##### **1. Planning**

The activities in this stage as follows:

- a. Continue the activities that have being do in the first cycle.
- b. Repair the weakness in the first cycle.
- c. Make planning again in the teaching learning process from the result cycle reflection.
- d. Making again checklist observation to observe the student activity

##### **2. Action**

- a. Researcher would present the material
- b. The researcher divides students in to some groups
- c. The researcher gave the students problem that are two situation and they have to choose one of the situation to maked announcement
- d. After that the students maked announcement based on the situation.

- e. The researcher would ask if there is anyone in the class have question based on the material.
- f. The researcher invited every groups in front of the class to present the announcement.
- g. Time that the researcher used to apply reciprocal teaching technique adapt on students condition.researcher will stop them when the time come and give the conclusion from the material.

### **3. Observation**

The observation data was taked from attendance, enquiring, and students activeness in cooperating with the member one time gave problem identification and maked note all the problem that we need teaching and learning process paper the love arrange.

### **4. Reflection**

Reflection was did to see the result of the second cycle action process, to analyze understand and make conclusion activity. The researcher analyze to know whether the action of this cycle researcher reach succes criteria on test result on second action.

## **B. Population and Sample**

This research was conducted at SMK Muhammadiyah 2 Bontoala Makassar. There were ten class of the ten grade students' of SMK Muhammadiyah 2 Bontoala Makassar as the population. However, the

researcher only used one class as the sample of the research. Besides, the researcher used the class Akuntansi as the sample of the research.

### **C. Research Variables and Indicators**

The following were the variables of the research :

#### **a. Resesarch Variables**

This research have two variables:

##### **1. Independent Variable**

The independent variable was an implementation of Reciprocal teaching, it as a technique using by teacher when teaching material in the classroom.

##### **2. Dependent variable**

The dependent variable was students reading accuracy

### **D. Subject of the Research**

The research subject in this action classroom research were students at SMK Muhammadiyah 2 Bontoala Makassar of the Ten grade. The number of these subject in class X of Akuntansi were 32 students.

### **E. Research Instrument**

The instrument used in this study consist of:

Reading Test

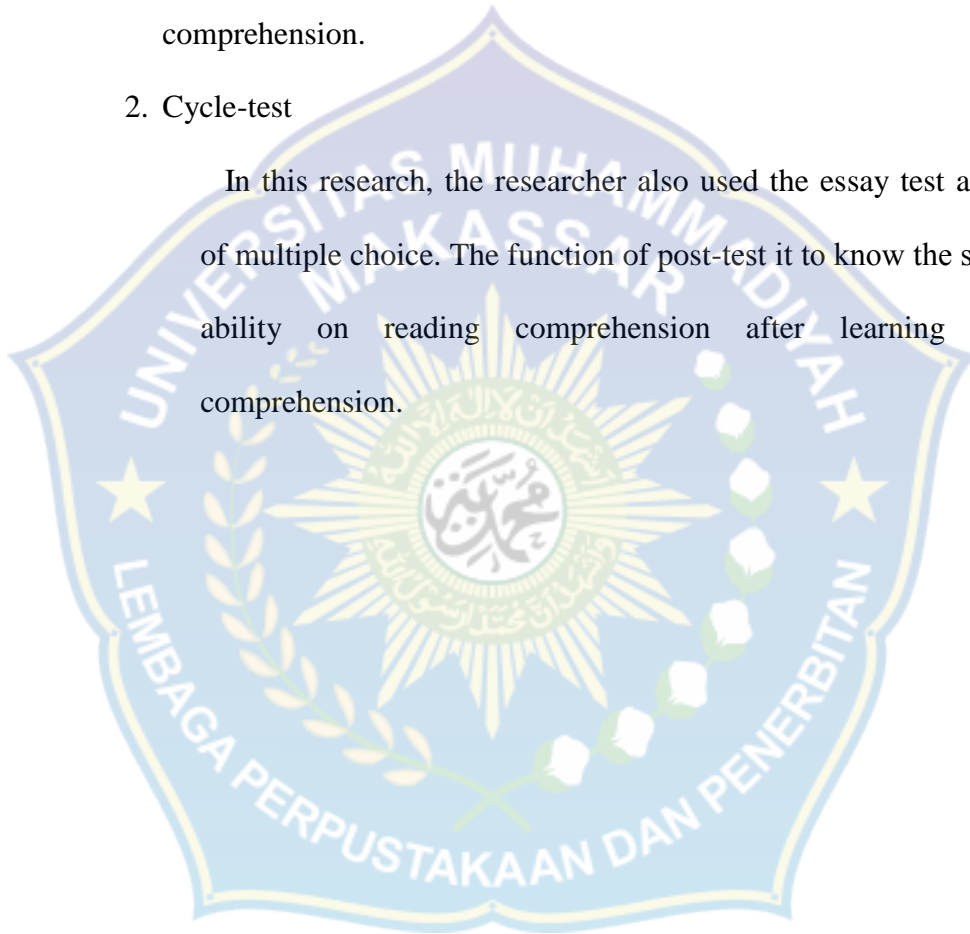
The writer used test to got data result about process of learning reading comprehension. The test are pre-test, post test I, post-tets II. The form of the test is multiple choice.

### 1. D-test

In this research, the researcher used the essay test. Essay test is the form of multiple choice. The function of pre-test is to know the students' ability in reading comprehension before learning reading comprehension.

### 2. Cycle-test

In this research, the researcher also used the essay test and form of multiple choice. The function of post-test it to know the students' ability on reading comprehension after learning reading comprehension.



## F. Technique of Collecting Data

Main Idea

Table 3.1 The Criteria and Score of Main Idea

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer include minimal or no understanding of main idea	1
	No answer	0

b. Structure

Table 3.2 The Criteria and Score of Structure

No.	Criteria	Score
1.	The meaning and structure are correct	4
2.	The meaning is correct and some errors of structure	3
3.	Some errors of meaning and structure	2
4.	The meaning and structure are incorrect	1
5.	No answer	0



### G. Technique of Data Analysis

The researcher analyze the data from the result of pre-test and post-test score. It was purpose to know whether the students; reading comprehension have improve or not. The researcher then compare the average scores of D-test and Cycle-tes. The result of the tests were analyze using a formula proposes to for calculating the mean score of pre-test and post-tes follows:

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

X : Mean the score

$\sum X$  : The total scores

N : Number of studens

(Sudijono, 2009:81)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter consist of finding of the research and discussion that contains data analysis in detail.

#### **A. Findings**

The findings of this classroom action research dealing with the answer to the problem statement which aimed to improvethe students' reading comprehension. The findings consisted of the improvement of the students' reading comprehension in terms of main idea and structure in learning process. The findings of the research detected that reciprocal teaching technique had improved the students' reading comprehension in Class X Accountancy SMK Muhammadiyah 2 Bontoala Makassar.

#### **1. The Improvement of Students' in Term of Main Idea in Reading Comprehension Through Reciprocal Teaching Technique**

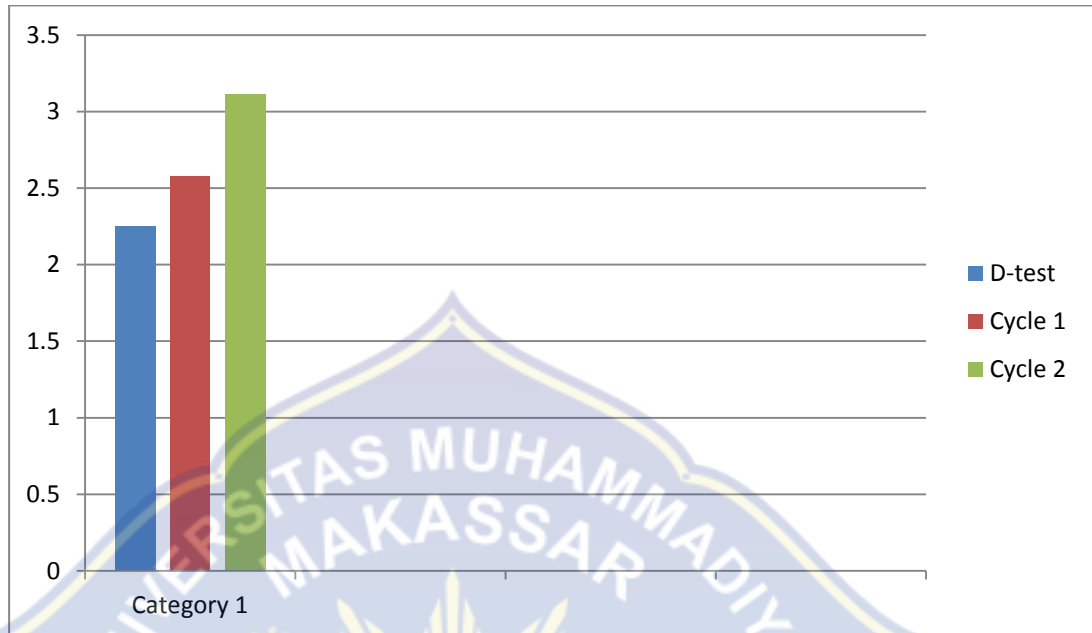
The improvement of the students' dealing with main idea through reciprocal teaching technique at the tenth grade students' of SMK Muhammadiyah 2 Bontoala Makassar can be seen based on the following table:

**Table 4.1 The Improvement of Students' Main Idea term**

No.	Term	Main Score			Improvement
		D-test	Cycle-test I	Cycle test II	
1.	Main Idea	2,25	2,58	3,11	20,5

Based on Table 4.1, the researcher can explain through the percentage above that the students' reading comprehension include main idea. For the first meeting, got low percentage in main idea in the diagnostic test students got 2,25, cycle 1 is 2,58 and cycle 2 is 3,11. So, this term got improvement 20,5. For the conclusion for this table that the students' reading shows progress from cycle I to cycle II . it because the technique of teaching interested and easy to understand the material.

To see clearly the improvement of the students' in reading comprehension, following chart is presented:



**Figure 4.1** Graffic of the Improvement of Students' Reading Comprehension in Term of Main Idea

Figure 4.1 shows there was an improvement of students' reading comprehension in Main Idea. There was improvement students' reading comprehension in Main Idea from diagnostic test was 2,25 the cycle 1 was 2,58, cycle 2 was 3,11 and the improvement students' reading comprehension term main idea from diagnostic test . so the improvement students' reading Comprehension in term main idea from cycle I and cycle II was 20,5.

## 2. The Improvement of Students' in Term of Structure in Reading Comprehension Through Reciprocal Teaching Technique

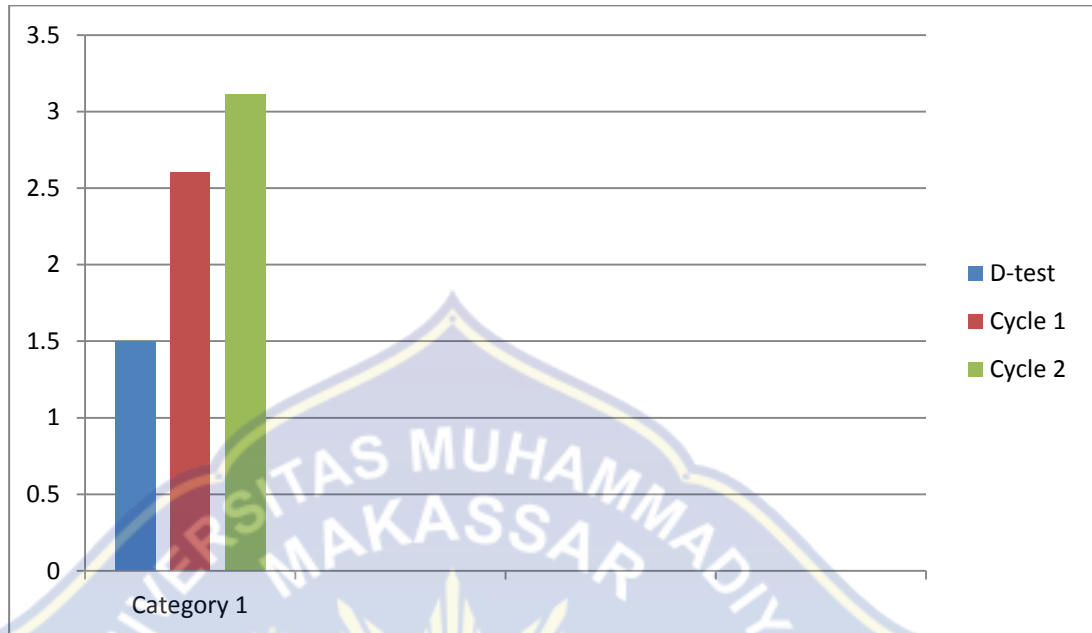
The improvement of the students' dealing with structure through reciprocal teaching technique at the tenth grade students' of SMK Muhammadiyah 2 Bontoala Makassar can be seen based on the following table:

**Table 4.2 The Improvement of Students' Structure term**

No.	Term	Main Score			Improvement
		D-test	Cycle-test I	Cycle test II	
1.	Structure	1,5	2,6	3,0	15,3

Based on Table 4.2, the researcher can explain through the percentage above that the students' reading comprehension include structure. The percentage in main idea in the diagnostic test students got 1,5, cycle 1 is 2,6 and cycle 2 is 3,0. So, this term got improvement 15,3. For the conclusion for this table that the students' reading shows progress from cycle I to cycle II . it because the technique of teaching interested and easy to understand the material.

To see clearly the improvement of the students' in reading comprehension, following chart is presented:



**Figure 4.2** Graffic of the Improvement of Students' Reading Comprehension in Term of Structure

Figure 4.2 shows there was an improvement of students' reading comprehension in Structure. There was improvement students' reading comprehension in Structure from diagnostic test was 1,5 the cycle 1 was 2,6, cycle 2 was 3,0 and the improvement students' reading comprehension term structure from diagnostic test. so the improvement students' reading Comprehension in term structure from cycle I and cycle II was 15,3.

## **B. Discussion**

In this part, discussion deal with the interpretation of finding about the students' reading comprehension result of the students' activiveness in teaching learning process.

## **1. The Improvement of Students' in Term of Main Idea in Reading Comprehension Through Reciprocal Teaching Technique**

Before conducting a classroom action research in Tenth Grade class Accountancy, the researcher collected data with conducted diagnostic test to measure the students' prior knowledge in English Learning. After gave diagnostic test, the researcher found that the students' reading comprehension at the Tenth Grade on class Accountancy of SMK Muhammadiyah 2 Bontoala Makassar was low. Where diagnostic for Main Idea 2,25 it is indicated as poor, after application reciprocal teaching technique in Cycle I, the researcher found the reading comprehension for main idea 2,58 it is still indicated is fairly poor the students' reading comprehension through reciprocal teaching technique that was the reason why the researcher to cycle II.

After application reciprocal teaching technique in the cycle II, the researcher found that means score of term main idea was 3,11. In this part, the researcher describe the teaching and the learning process in the classroom. The students' reading comprehension with indications' of is main, the researcher using reciprocal teaching technique in teaching and learning process.

The researcher finding indicated that the students' reading comprehension at the tenth grade on class X Accountancy of SMK Muhammadiyah 2 Bontoala Makassar showed the improve through the using reciprocal teaching technique. The process the cycle I to cycle II showed improvement from low improvement to high improvement. In the first cycle the students' seemed like confused, but in

second cycle the students enjoyed the technique because the researcher hard work to give motivation in the teaching and learning process.

In the first cycle the students done mistake when reading. It is caused the students difficult to finding main idea. The researcher prepare well before teaching in the second cycle. The researcher knows what the weakness and the strength because the researcher did reflection.

Fajarwati (2010:17), Reciprocal teaching is a model of a learning activities in the form of teaching materials to friends. In this learning model students play a role as a teacher to convey material to his friends.

## **2. The Improvement of Students' in Term of Structure in Reading Comprehension Through Reciprocal Teaching Technique**

Before conducting a classroom action research in Tenth Grade class Accountancy, the researcher collected data with conducted diagnostic test to measure the students' prior knowledge in English Learning. After gave diagnostic test, the researcher found that the students' reading comprehension at the Tenth Grade on class Accountancy of SMK Muhammadiyah 2 Bontoala Makassar was low. Where diagnostic for Structure 1,5 it is indicated as poor, after application reciprocal teaching technique in Cycle I, the researcher found the reading comprehension for Structure 2,6 it is still indicated is fairly poor the students' reading comprehension through reciprocal teaching technique that was the reason why the researcher to cycle II.



After application reciprocal teaching technique in the cycle II, the researcher found that means score of term Structure 3,0. In this part, the researcher describe the teaching and the learning process in the classroom. The students' reading comprehension with indications' of structure, the researcher using reciprocal teaching technique in teaching and learning process.

The researcher finding indicated that the students' reading comprehension at the tenth grade on class X Accountancy of SMK Muhammadiyah 2 Bontoala Makassar showed the improve through the using reciprocal teaching technique. The process the cycle I to cycle II showed improvement from low improvement to high improvement. In the first cycle the students' seemed like confused, but in second cycle the students enjoyed the technique because the researcher hard work to give motivation in the teaching and learning process. In the first cycle the students done mistake when reading. It is caused the students difficult to finding generic structure. The researcher prepare well before teaching in the second cycle. The researcher knows what the weakness and the strength because the researcher did reflection.

Pallinscar and Brown (2002), reciprocal teaching is one of th most carefully research, prominent strategies. In this cooperative learning procedure, the teacher and the student work together to develop an understanding of the text. There are four thoughtfully integrated comprehension strategies at the core of this approach, prediction, questioning, seeking clarification, summarization. The researcher concluded that reciprocal teaching technique is an effective to

improve students reading comprehension at the class. So, the students can easy to finding main idea and generic structure at Tenth Grade of SMK Muhammadiyah 2 Bontoala Makassar.

**This was some process that research could explain as follow:**

First meeting in cycle I, the researcher open the material with greeting to the students than introduce herself. The researcher explained about narrative text. In the first meeting the researcher would present about narrative text. Next, the researcher implemented the step of reciprocal teaching technique. The researcher opened the chance for all students' to predict about the text by showing a Cinderella. After that, researcher continued to the next step, it was questioning and clarifying. In reciprocal teaching technique, researcher allowed the students' to look up the dictionary. After comprehending and understanding about the text, the students and the researcher asked the student to find main idea and generic structure. And so forth, this activity continued with clarify the text and summarize the content of the text by their own words. And last activity the students answered the question based on the text.

During teaching and learning in the class, the students still confused if the researcher explained about English Language. Learning situation was still noise, and some students did not enthusiastic when they were learning.

Second meeting in cycle I, the researcher checked the name than researcher explained material and gave the motivation for them. In second meeting same of first meeting the reseracher explained about narrative text and implemented the

reciprocal teaching technique. In this second meeting the material about Snow White. During teaching and learning process in the class, the students had familiar with this technique so they enjoying the activity.

Third meeting of cycle I, the researcher checked the name than researcher explained material and gave the motivation for them. In second meeting same of first meeting and the second meeting the researcher explained about narrative text and implemented the reciprocal teaching technique. In this third meeting the material about the Crow and The Oyster. During teaching and learning process in the class, the students had familiar with this technique so they enjoying the activity and more active in learning process.

Fourth meeting of cycle I, the activity in this cycle was same as the activity in third meeting. Only those the title were different. The researcher explained again the application of Reciprocal Teaching technique and Narrative text, after explanation the students make prediction and found their about main idea and generic structure than clarify and finally the students answered the question based on the text.

During teaching and learning process in the class, the students had familiar with this technique so they enjoying the activity and more active in learning process.

First meeting in cycle II, the researcher checked their name and the researcher started to divide the classroom into six groups. And the researcher didn't explain what the Reciprocal Teaching Technique because had done in the four meeting of cycle I and students had familiar with it. Next the researcher gave

the students material about Nikini, The Little Girl. After that, the students make prediction and found their about main idea and generic structure than clarify and finally the students answered the question based on the text.

During teaching and learning process in the class, the students had familiar with this technique so their enjoying the activity and more active in learning process.

Second meeting in cycle II, the students were designed to be member heterogoneous teams. After designing team, the studnets were introduced the lesson about narrative text with different title from first meeting. After explamination the students discussed the text with teammates by using Reciprocal Teaching Technique, that is make prediction and found their prediction support in the text and after that found main idea and generic sructure and clarify the text and summarize the text by own question and finally answer the text based on the text.

During teaching and learning process in the class, the students had familiar with this technique so their enjoying the activity and more active in learning process.

Third meeting in cycle II, the students were designed to be member heterogoneous teams. The design based on the Students' performance at the second meeting. After designing team, the students were introduced the lesson about narrative text with different title from first meeting. After explamination the students discussed the text with teammates by using Reciprocal Teaching Technique, that is make prediction and found their prediction support in the text

and after that found main idea and generic structure and clarify the text and summarize the text by own question and finally answer the text based on the text. During teaching and learning process in the class, the students had familiar with this technique so their enjoying the activity and more active in learning process.

Fourth meeting in cycle II, or the last meeting on the action research, the activity in this cycle was same as the activity in third meeting. Only those the title were different. The researcher explained again the application of Reciprocal Teaching technique and Narrative text, after explanation the students make prediction and found their about main idea and generic structure than clarify and finally the students answered the question based on the text.

During teaching and learning process in the class, the students had familiar with this technique so their enjoying the activity and more active in learning process.

Based on data above, the researcher concluded that Reciprocal Teaching Technique is an effective to improve reading comprehension at the class. So, the students can easy to finding main idea at the text and not difficult to generic structure. Especially, the students reading comprehension at the Tenth Grade of SMK Muhammadiyah 2 Bontoala Makassar.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on finding in the research concluded that the improving reading comprehension on narrative text through reciprocal teaching technique at the Tenth Grade Students of SMK Muhammadiyah Bontoala Makassar have a significant improvement. There are 2 indicators of reading comprehension, they are Main idea and Structure. The researcher can draw conclusion as follows:

1. The use of Reciprocal Teaching Technique can improve in students' reading comprehension in term Main Idea at the Tenth Grade students' SMK Muhammadiyah 2 Bontoala Makassar. It Proved by the score of the students reading in term Main idea on diagnostic test is 2,5, cycle I is 2,58 and Cycle II is 3.11.
2. The use of Reciprocal Teaching Technique can improve in students' reading comprehension in term Structure at the Tenth Grade students' SMK Muhammadiyah 2 Bontoala Makassar. It Proved by the score of the students reading in term Structure on diagnostic test is 1,5, cycle I is 2,6 and Cycle II is 3.0.

## **B. Suggestion**

There are many technique can be use in teaching learning process but Reciprocal Teaching Technique is an alternative technique to improve students reading comprehension. Having finished conducting this research, the writer's suggestions are as follow:

1. For English teacher at the Tenth Grade of SMK Muhammadiyah Bontoala Makassar.

The researcher suggested to use Reciprocal Teaching Teaching Technique in teaching English because it can make the students enjoy the class and make a significant improvement in learning process. The writer considers some suggestions in order to improve speaking achievment, especially for term Main Idea and Structure.

2. For the next research

The researcher studies the implementation of the use Reciprocal Teaching Technique in improving reading comprehension on Narrative Text. It is expected for the next research that the result of this study can be used as additionally reference for further research conducted in the future in order to create a better teaching learning process.

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## APPENDIX 1

Table : The Students' Reading Score of D-test, Cycle-test 1 and Cycle-test 2

No.	The Name of Students'	Score		
		Cycle I		Cycle II
		D-test	Cycle-test I	Cycle-test II
1.	A	60	60	70
2.	A	65	70	75
3.	A	65	65	70
4.	A	60	70	80
5.	B	65	60	65
6.	F	60	65	70
7.	H	65	60	75
8.	I	55	60	80
9.	I	60	70	85
10.	J	55	60	65
11.	J	50	60	80
12.	M	55	60	75
13.	M	65	70	85
14.	M	60	65	70
15.	M	65	65	75
16.	M	45	55	60
17.	M	50	60	75
18.	N	60	60	75
19.	N	65	65	70
20.	N	60	70	80
21.	P	70	75	85

22.	P	65	70	80
23.	R	70	75	75
24.	R	65	65	70
25.	R	65	60	70
26.	R	60	70	85
27.	S	45	55	60
28.	S	50	60	65
29.	S	65	60	70
30.	S	50	60	70
31.	S	55	60	75
32.	U	50	55	65
	Total	$\sum X = 1895$	$\sum X = 2035$	$\sum X = 2350$
	$X = \frac{\sum X}{N}$	$X = 59,21$	$X = 63,59$	$X = 73,43$



## APPENDIX 2

### INTERVIEW SHEET

R : Researcher

T : Teacher

R : Bagaimana menurut Bapak tentang proses belajar mengajar mata pelajaran Bahasa Inggris di kelas selama ini ?

T : Selama ini saya mengajar dengan stimulasi awal yang menyenangkan, dengan memberikan motivasi terlebih dahulu agar mereka senang dan semangat dalam proses belajar mengajar.

R : Dalam pelajaran Bahasa Inggris, Skill apa yang dianggap paling sulit oleh siswa ?

T : Dalam pembelajaran Bahasa Inggris ada 4 skill yaitu: Listening, Speaking, Reading and Writing. Khususnya di Kelas 10 yang saya ajar, reading skill paling sulit untuk dipahami siswa.

R : Bagaimana cara Bapak mengajar reading ? dan apakah ada teknik khusus dalam mengajar reading ?

T : Saya mengajar reading dengan membaca keras kemudian siswa mengikuti, setelah itu saya coba text apakah mereka mengerti dan bisa mengucapkan apa yang saya ucapkan. Kemudian siswa diminta untuk menjawab soal untuk melatih pemahamannya.

R : Bagaimana cara Bapak mengatasi menghadapi kesulitan tersebut ?

T : Saya menyuruh mereka melihat kamus dan menerjemahkannya sendiri-sendiri

R : Apakah Bapak mengetahui tentang Reciprocal Teaching Technique ?

T : Reciprocal Teaching Technique saya baru mendengar. Jadi saya tidak tahu karna banyak teknik dan metode pembelajaran baru

R : jadi, Reciprocal Teaching Technique adalah salah satu teknik membaca untuk lebih memahami sebuah teks dengan 4 langkah yaitu : pertama, *Prediction*, Siswa pertama kali diminta memprediksi tentang sebuah teks dari judul bacaan, kemudian guru mengintruksikan untuk membaca satu paragraph. Langkah kedua, yaitu : *Questioning*, guru memberikan kesempatan kepada siswa untuk bertanya tentang teks tersebut. Lalu langkah ketiga, *Clarification*, guru dan siswa sama-sama mengklarifikasi tentang pertanyaan-pertanyaan tersebut dan terakhir, *Summarizing*, yaitu menyimpulkan teks tersebut. Teknik itu dilakukan secara bersama-sama guru dan murid.

T : Bagaimana menurut Bapak jika Reciprocal Teaching Technique di aplikasikan dalam belajar reading di Kelas ?

R : Ya saya piker bagus karena Guru itu ahrus mempunyai kreatifitas dalam mengajar di kelas, silahkan coba saja.



## **APPENDIX 3**

### **PRE-RESEARCH OBSERVATION**

**Class : X Accountancy**

**Teacher : Suharto**

**Topic : Narrative Text**

**Observer : Rustiani**

The class that would be used for this X Accountancy. In the Inside of that class, there were 32 students. There were many facilities of that class, such as, white board, list of schedule and list of class management. There were 32 students at the class include 10 boys and 22 girls.

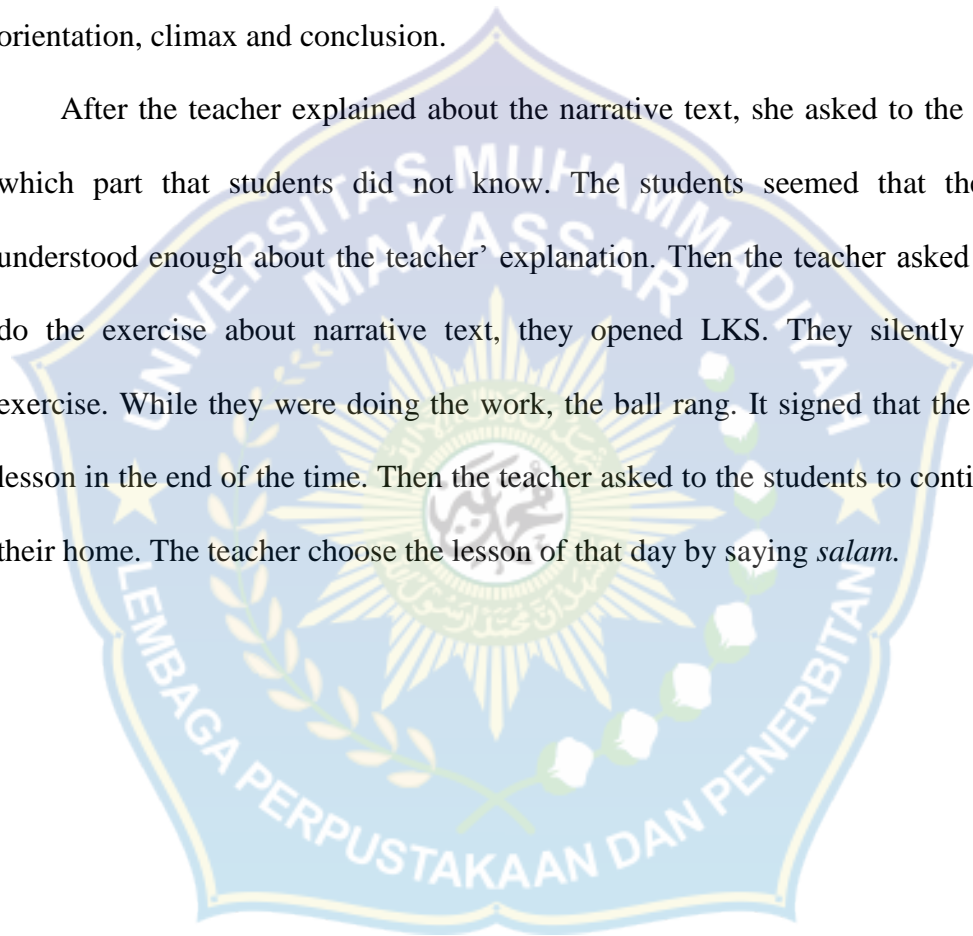
At the day when I was doing the observation, X Accountancy I started the English lesson at 08.00. The English teacher (Mr. Suharto) would teach reading to the students of X Accountancy, the material was about narrative text. Before the teacher began teaching learning process, she prepared the material and the students' work sheet.

The bell ring; the teacher and the observer came into the classroom. The teacher gave *salam* to the students, he introduced the them and explained that she would observe to teaching learning process in that class. The teacher also explained to the students that the observe would teach them in the next meeting until finishing.

After doing the introduction, the teaher began to start the lesson at the day. The teacher asked to the students to open the book and she ordered the to learn the

narrative text. The teacher asked one of the students to read aloud and the other students have to make attention him. After that, the teacher asked the students about the unknown words of the text and answered the question of the text. Then, the explained about the characteristic of narrative text such as, the social purpose, orientation, climax and conclusion.

After the teacher explained about the narrative text, she asked to the students which part that students did not know. The students seemed that they have understood enough about the teacher' explanation. Then the teacher asked them to do the exercise about narrative text, they opened LKS. They silently did the exercise. While they were doing the work, the ball rang. It signed that the English lesson in the end of the time. Then the teacher asked to the students to continue it in their home. The teacher choose the lesson of that day by saying *salam*.



## APPENDIX 4

### Diagnostic-Test

#### Petunjuk Umum

1. Tulislah nama dan kelas pada lembar jawaban yang tersedia
2. Dahulukan menjawab soal-soal yang anda anggap mudah
3. Waktu yang tersedia 20 menit
4. Telitilah pekerjaan anda sebelum diserahkan kepada petugas
5. Lembar soal dikembalikan bersama lembar jawaban

#### Petunjuk Khusus

**Berilah tanda silang (x) pada huruf a,b,c dan d untuk menjawab pertanyaan yang anda anggap paling benar pada lembar jawaban yang teredia.**

Read the following text to answer question 1-10

#### The Smartest Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-expect one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

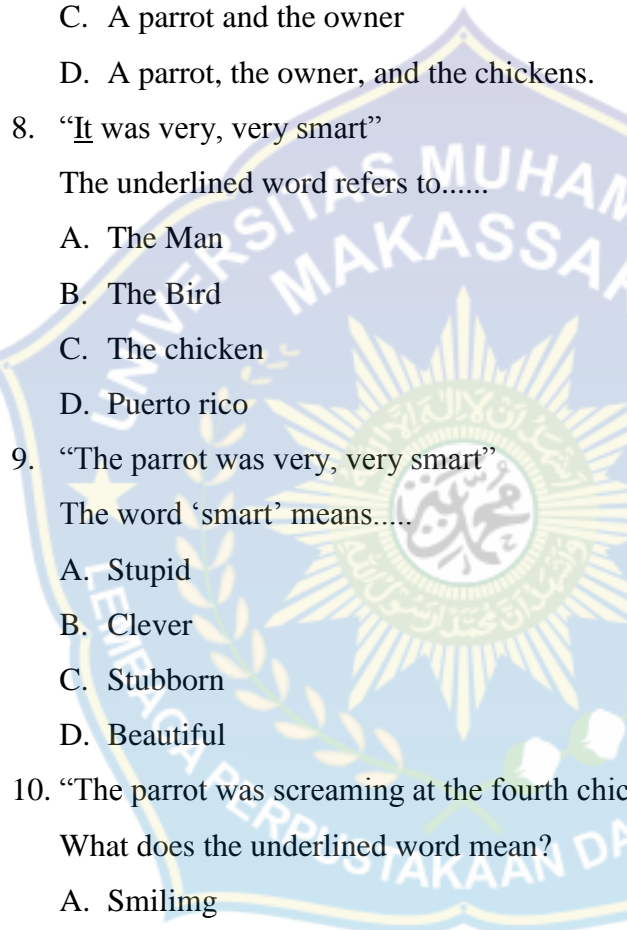


In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?
  - A. London
  - B. Puerto Rico
  - C. Prancis
  - D. Buenos Aires
2. What is the word that the parrot cannot say?
  - A. Catano
  - B. Tacano
  - C. Canato
  - D. Nacato
3. How often did the owner teach the bird how to say the word?
  - A. Always
  - B. Everyday
  - C. Many times
  - D. Every second
4. Which statement is true according to the text?
  - A. The parrot could say Catano
  - B. At last parrot could say Catano
  - C. Catano was the name of the parrot
  - D. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place
  - A. The man ate the bird
  - B. The man sold the bird
  - C. The man killed the bird
  - D. The man taught the bird
6. It is most likely that.....
  - A. The bird killed the three chickens
  - B. The three chickens killed the bird

- C. The bird played with the chicken  
D. The bird killed one of the three chickens
7. What is the story about ?
- A. A parrot and a cat  
B. A parrot and a chicken  
C. A parrot and the owner  
D. A parrot, the owner, and the chickens.
8. "It was very, very smart"  
The underlined word refers to.....
- A. The Man  
B. The Bird  
C. The chicken  
D. Puerto rico
9. "The parrot was very, very smart"  
The word 'smart' means.....
- A. Stupid  
B. Clever  
C. Stubborn  
D. Beautiful
10. "The parrot was screaming at the fourth chicken"  
What does the underlined word mean?
- A. Smiling  
B. Crying  
C. Shouting  
D. Laugh
- 
- The image contains a large, semi-transparent watermark of the logo for Universitas Muhammadiyah Makassar. The logo is a shield-shaped emblem with a blue border and a yellow inner border. It features a central sunburst design with Arabic calligraphy in the center. The text "UNIVERSITAS MUHAMMADIYAH" is written in a semi-circle at the top, and "MAKASSAR" is written in a larger font across the middle. At the bottom, the text "PUSAT PENELITIAN DAN PENERBITAN" is visible. The watermark is positioned behind the text of the questions.

## APPENDIX 5

### Cycle-Test 1

#### Petunjuk Umum

1. Tulislah nama dan kelas pada lembar jawaban yang tersedia
2. Dahulukan menjawab soal-soal yang anda anggap mudah
3. Waktu yang tersedia 45 menit
4. Telitilah pekerjaan anda sebelum diserahkan kepada petugas
5. Lembar soal dikembalikan bersama lembar jawaban

#### Petunjuk Khusus

Berilah tanda silang (x) pada huruf a,b,c dan d untuk menjawab pertanyaan yang anda anggap paling benar pada lembar jawaban yang tersedia.

#### **The Crow and the Oyster**

One hot day, an ant was searching for some water. After walking around for some time, he came to a spring.

To reach the spring he had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked leaf and drooped it into the water near the struggling ant. The ant moved towards the leaf and climbed u three soon, it carried her safely to dry ground.

Just as at the time, hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the

heel. Feeling the pain, the hunter drooped his net. Quickly, the dove fled away to safety.

1. The type of the text above is ?

- A. Description
- B. Narration
- C. Announcement
- D. Genre

2. What did the dove do to save the ant ?

- A. It climbed the nearby tree
- B. It saw the ant struggling
- C. It dropped a leaf
- D. It carried the ant to dry ground

3. What did the hunter do to the above ?

- A. He was hoping eat it
- B. He was trying to trap it
- C. He was trying to shoot it
- D. He was running towards it

4. Which statement is TRUE according to the text ?

- A. The dove bit the hunter on the heel
- B. Both animals were finally safe
- C. The hunter killed the dove
- D. The ant bit the dove

5. What is the purpose of the text ?
- A. To inform the readers about an ant
  - B. To describe the job of a hunter
  - C. To entertain the readers
  - D. To describe a dove
6. What can we learn from the story ?
- A. One good turn deserves another
  - B. Don't be greedy, or you may lose
  - C. When there is a will, there is a way
  - D. It is wise to plan ahead for hard time
7. "...she came to a spring." (paragraph 1). The underlined word means.
- A. Water in pail
  - B. River in the middle of the city
  - C. Flood in the middle of the jungle
  - D. Water emerging from underground
8. "soon, it carried her safety..." (paragraph 3). The underlined word refers to the...
- A. Ant
  - B. Spring
  - C. Dove
  - D. Leaf
9. To reach the spring he had to climb up a blade of grass (paragraph ). The word underlined refers to...

- A. Ant
- B. Leaf
- C. Dove
- D. Spring

10. “...., the dove quickly plucked a leaf...” (paragraph 3). The underlined word means....

- A. Pull something
- B. Push something
- C. Put something
- D. Pick on something

Text 2 for question number 11 to 15

### **The Lion and The Mouse**

Once one a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. “Pardon, king” cried the little mouse, “Forgive me this time, I shall never forget it, perhaps I may be able to do you good turn some of these day.”

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Something after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the

ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

11. What is the purpose of the text ?
- A. To entertains the readers
  - B. To persuade the readers that something should not be the case
  - C. To informs the readers about the events of the day which are considered newsworthy
  - D. To present at least two point of view about an issue
12. What is the moral value of the text ?
- A. Don't look at someone because of his clothes
  - B. It is best for prepare for the days of necessity
  - C. Common people may prove great ones
  - D. United we stand, divided we fall
13. Paragraph the three mainly tells us that.....
- A. The little mouse asked for forgiveness
  - B. The hunters carried the lion alive to the King
  - C. The lion was tied a tree by the hunters
  - D. The little mouse could prove that he could help the lion
14. What did the little mouse do to prove his words ?
- A. He would never forget the lion
  - B. He tried hard to help the lion free
  - C. He run up and down upon the lion
  - D. He asked for apology to the king of the beast

15. The complication is showed on paragraph ?

- A. One
- B. Two
- C. Three
- D. Four

Text 3 for question number 16 to 20

### **The two Friends and Bear**

One day, two young friends, Hans and Adam, decided to go to exploring together. Before they set out they promised that if they met with any danger they would face it together, they went deep into a deserted part of the forest. Suddenly a bear came out from the bushes towards them. Hans quickly climbed the nearest tree.

Adam saw that he did not have time to escape. So he lay down on the ground and pretended to be dead. The bear growled as it came closer and closer. It sniffed around Adam and went close to his ear. Adam held his breath and kept very still. A short later, the bear grunted and went away. It is known that some bears will not touch you if you play dead. Hans came down from the tree and asked, “ why did the bear put is mouth to your ear ? did say something to you ? did it say something to you ? “yes” Adam replied, “the bear told me not to make friends with people who run away and leave others to face danger by themselves!

16. The type of text above is ?

- A. Description
- B. Narration
- C. Announcement



D. Genre

17. The social function of the text is ?

- A. To tell about a friendship
- B. To entertains the readers
- C. To explain how to make a friend
- D. To describe about a danger situation

18. The message of the story is ?

- A. Don't trust a friend who is not ready to help in times of need
- B. Don't ask for the imposible, know you limit
- C. Never judge our eney's strength by the size
- D. Those who lie and boast may end up in trouble

19. The complocation is showed on paragraph ?

- A. One
- B. Two
- C. Three
- D. Four

20. "Hans quickly climbed the nearest". The synonym of the underlined word is.

- A. Slowly
- B. Fast
- C. Quietly
- D. Carefully

## Cycle-Test 2

Read the following text to answer question 1-4

### The fox and the Crow

An ugly crow Perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouth watered at the sight, so he thought of a clever plan to get the cheese for himself.

Looking up at the crow, he said, "I have always admired your beauty with your softshiny feathers and well-curved beak. If your voice is as fine as your looks, you could be the Queen of the Birds!"

Now the crow wanted to be the queen. So, in order to prove that she could sing, she opened her beak and made a loud, "Caw!" The piece of cheese fell from her Beak to the ground before she realized her mistakes.

As the snatched up the cheese, he laughed, "My dear crow your voice is fine, but your judgment is not! You shouldn't believe everything you hear!"

1. What did the crow have on her beak ?

- A. A piece of cheese
- B. Some tasty meat
- C. A branch of tree
- D. Some water

2. Why did the crow open her beak ?

- A. To sing
  - B. To bite the fox
  - C. To eat the food
  - D. To snatch the food
3. "...snatched up the cheese...", (last paragraph). The underlined word means...
- A. Put
  - B. Cut
  - C. Left
  - D. Grabbed
4. What can we learn from the story ?
- A. You may cheat your friend to get something
  - B. 'people may use flattery to get something from you
  - C. People may give you some food when you are hungry
  - D. You must give away your food when someday wants it

Read the following text to answer question 5-8

### **The Grasshopper and the Ants**

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said. "How dull!" why don't you sing and dance with me instead of working under the hot sun?"

“ we are storing away food for the winter, “ they explained, “ you should do the same” The grasshopper laughed and replied, ”why sorry about the winter? I have plenty to eat for now.” And he hopped away to look for now.” And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ants” door. “ Can you spare me some seeds?” he begged. I”m cold and hungry!”

“We worked hard all summer to store away food, “ they answered. “ What were are you doing?” “I was busy singing and dancing.” He said. “ Then sing and dance for us now! They told him. “it”s time you work for you dinner.”

5. The grasshopper laughed at the ants because...

- A. The ants were very funny
- B. The ants made some jokes
- C. He thought the ants were dull
- D. The ants danced and sang song

6. What is the moral value of the story?

- A. Eating seeds is very important
- B. We must sing and dance a lot
- C. We must be greedy to safe our lives
- D. It is wise to plan ahead for hard time

7. What did the ants wants the grasshopper to do for his dinner ?

A. To hop away

B. To sing and dance

C. To collect the food

D. To knock at the door

8. What happened when the winter came?

A. It was hard for the grasshopper to find food

B. It was a beautiful season for the grasshopper

C. It was not easy for the grasshopper to find a shelter

D. It was hard for the grasshopper to find someone to play with

9. The type of the passage above is a/an ?

A. Procedure

B. Descriptive

C. Recount

D. Narrative

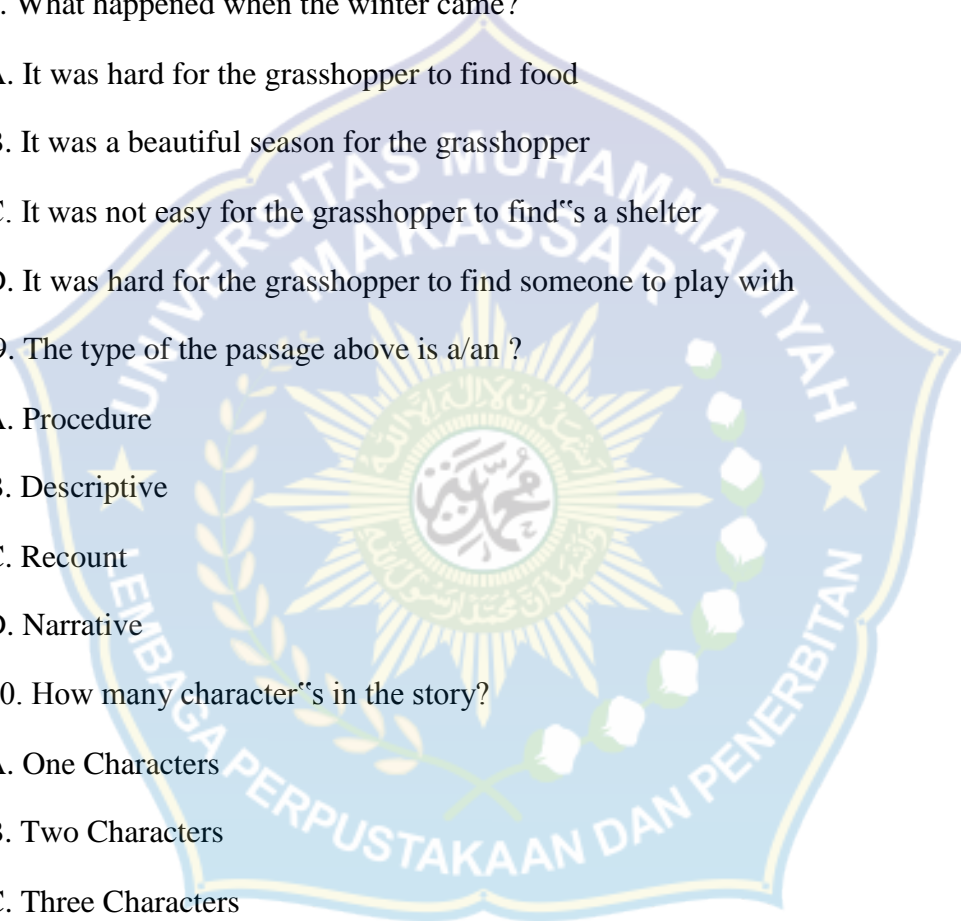
10. How many character's in the story?

A. One Characters

B. Two Characters

C. Three Characters

D. Four Characters



## **Bawang Merah and Bawang Putih**

There were a girl named Bawang Putih, she lived her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang Putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up Go to the river when then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin!

Finally both of them realized of mistakes the apologized and Bawang Putih forgave them.

11. What is the story about?

- a. Malin Kundang
- b. Bawang Putih & Bawang Merah
- c. Sangkuriang
- d. Tangkuban Perahu

12. What kind of text the story above?

- a. Recount
- b. Descriptive
- c. Procedure
- d. Narrative

13. Who is Bawang Merah?

- a. Bawang Putih's mother
  - b. Bawang Putih's step sister
  - c. The old woman
  - d. The pumpkin's owner
14. Why were Bawang Merah and mother Screaming?
- a. They found jewelries
  - b. Mother's clothes fell down to the river
  - c. Both of them realized their mistake
  - d. There were a lot of snakes inside the pumpkin
15. Why did Bawang Merah and mother say apologize to Bawang Putih?
- a. They found jewelries
  - b. Mother's clothes fell down to the river
  - c. Both of them realized their mistakes
  - d. There were a lot of snakes inside the pumpkin

Read the following text to answer question 16-20

### **Ali Baba**

Once upon the time were 40 thieves who put their stolen money and treasure in a cave saying to the care entrance, "Open Sesame!". A poor person saw them while they were doing that, so he heard the opening word. After they left. He went towards the cave and opened it.

Suddenly he found a very large quantity of money and golden treasure. He took some of it and went back home. After that he become a rich man and his brother wanted to know how become rich.

Once day his brother followed him so solve that mistery. Next day the brother when get back to the cave and opened. He found a lot of money but when he tired to get out he could not. After a minutes the thieves came in and saw the brother. The boss asked him how he knew about the cave so he told them story. Theory killed the brother and when to find Ali Baba's house.

Next morning the thieves hide in big jar and went to Ali Baba's invited them to lunch. After lunch they took a rest. The house maid out and found 40 thieves in the jars, so she boiled hot oil and poured it on their to kill them. After that Ali Baba lived in happiness for ever.

16. The type of the passage above is a/an?

- a. Procedure
- b. Descriptive
- c. Recount
- d. Narrative

17. Where the thieves save their stolen money and treasure?

- a. In the Ali Baba's house
- b. In the cave
- c. In the brother's house
- d. In the boss house

18. The word it in paragraph 1line 3 refers to..?

- a. The cave
- b. The thieves
- c. The money
- d. Ali Baba

19. What happened when the house maid found the thieves in the jar?



- a. She boiled hot oil and poured it on their to kill them
- b. She creamed and asked for help
- c. She afraid of the thieves and run
- d. She killed by the thieves

20. What is the story about?

- a. Sangkuriang
- b. Malin Kundang
- c. Ali Baba
- d. Tangkuban Perahu



## APPENDIX 6

### LESSON PLAN

(Cycle 1)

Sekolah : SMK Muhammadiyah 2 Bontoala Makassar  
Mata Pelajaran : Bahasa Inggris  
Kelas : X  
Semester : 2/Genap  
Materi : Narrative Text  
Alokasi waktu : 4x90 menit (4× Pertemuan)

#### A. Kompetensi Inti

- K1 : Menghargai dan menghayati ajaran agama yang dianut
- K2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- K3 : Memahami pengetahuan (factual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- K4 : Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
-----	------------------	-----------

1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi yang diwujudkan dalam semangat belajar	Berpartisipasi aktif dalam kegiatan pembelajaran
2.	2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Mengembangkan perilaku percaya diri dalam melaksanakan komunikasi transaksional dengan guru dan teman.
3.	3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fable Indonesia dan legenda Indonesia sesuai dengan konteks penggunaannya.	3.14.1 Menentukan tujuan komunikasi; mengidentifikasi structure teks;
4.	4.18 Menangkap makna teks narrative lisan dan tulis, berbentuk fable Indonesia pendek dan sederhana penggunaannya.	4.18.1 Menangkap sifat dan ciri ciri teks narrative fable/legend Indonesia secara lisan dengan akurat, lincer dan berterima.  4.18.2 Menangkap sifat dan ciri ciri teks narrative fable/legend Indonesia secara tertulis dengan akurat, lincer dan

		<p>berterima.</p> <p>4.18.3 Mengungkapkan sifat dan ciri ciri teks narrative fable/legend Indonesia secara tertulis dengan akurat, lencer dan berterima.</p>
--	--	--

### C. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi gagasan atau ide pokok Narrative text
- Siswa mampu mengidentifikasi generic structure Narrative text.
- Siswa mampu menganalisis content/ide pokok Narrative text

### D. Materi Pembelajaran

- ✓ Fungsi sosial
  - Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang
- ✓ Struktur teks
  - Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya
  - Evaluasi: terhadap masalah yang dihadapi tokoh
  - Komplikasi: muncul krisis
  - Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh
- ✓ Unsur kebahasaan
  - Deskripsi orang, benda, dan uraian kejadian/peristiwa dan ungkapan perasaan dalam past tense atau present tense
  - Kalimat langsung dan tidak langsung
  - Adverbia penghubung waktu: *first, then, after, that, before, dsb.*
  - Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- Ucapan, tekanan kata, intonasi ketika mempersentasikan secara lisan

✓ Topik

Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat dan ramah lingkungan.

### E. Metode Pembelajaran

- Model : CTL (Contextual Teaching and Learning)
- Metode : Reciprocal Teaching
- Tehnik : Berceramah

### F. Media Pembelajaran

➤ **Media**

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

➤ **Alat/Bahan**

- Spidol, papan tulis

### G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi		Waktu
	Siswa	Guru	
<b>1. Pendahuluan</b>	<ol style="list-style-type: none"><li>1. Membahas salam</li><li>2. Berdoa</li><li>3. Menunjukkan kehadiran</li><li>4. Membentuk kelompok yang beranggotakan 4 orang</li></ol>	<ol style="list-style-type: none"><li>1. Mengucapkan salam dan meminta salah satu siswa memimpin doa</li><li>2. Memberikan motivasi dan</li></ol>	5 menit

	<p>5. Memperhatikan tujuan pembelajaran</p>	<p>apersepsi</p> <p>3. Memeriksa kehadiran siswa</p> <p>4. Meminta siswa untuk mempersiapkan kerja kelompok dalam yang beranggotakan 4 orang.</p> <p>5. Menginformasikan tujuan pembelajaran.</p>	
<p><b>2. Kegiatan Inti</b></p>	<p><b>1. Observing</b></p> <ul style="list-style-type: none"> <li>• Mengamati teks</li> <li>• Menirukan kalimat-kalimat yang diucapkan/dicontohkan oleh guru yang tertulis pada teks</li> </ul> <p><b>2. Questioning</b></p> <ul style="list-style-type: none"> <li>• Menanyakan berbagai hal yang berkaitan dengan</li> </ul>		<p>60 menit</p>

	<p>kalimat yang berkaitan dengan teks.</p> <p><b>3. Collecting Data</b></p> <ul style="list-style-type: none"> <li>• Mengumpulkan berbagai informasi yang ada dalam teks Narrative yang telah mereka dapatkan.</li> <li>• Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks Narrative.</li> <li>• Mencari informasi fungsi social teks.</li> </ul> <p><b>4. Associating</b></p> <p>Menuliskan kalimat-kalimat yang dengan teks.</p> <p><b>5. Communicating</b></p> <p>Secara bergantian</p>		
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	<p>membacakan kalimat-kalimat yang ditulisnya dalam bentuk kalimat past tense.</p>	
<p><b>3. Penutup</b></p>	<ol style="list-style-type: none"> <li>1. Siswa dan Guru melakukan refleksi dan evaluasi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</li> <li>2. Siswa dan Guru memberikan umpan balik terhadap proses dan hasil pembelajaran</li> <li>3. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya</li> </ol>	<p>10 menit</p>



	4. Siswa dan guru mengucapkan salam perpisahan.		
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## H. Penilaian

### 1. Vocabulary

No.	Criteria	Score
1.	Use the of vocabulary extensive and precise	4
2.	Use the of vocabulary fairly extensive and precise	3
3.	Use the of vocabulary less extensive and precise	2
4.	Use limit vocabulary and expression	1
	No answer	0

### 2. Grammar

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

## LESSON PLAN

### (Cycle II)

Sekolah : SMK Muhammadiyah 2 Bontoala Makassar

Mata Pelajaran : Bahasa Inggris

Kelas : X

Semester : 2/Genap

Materi : Narrative Text

Alokasi waktu : 4x90 menit (4× Pertemuan)

#### E. Kompetensi Inti

- K1 : Menghargai dan menghayati ajaran agama yang dianut
- K2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- K3 : Memahami pengetahuan (factual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- K4 : Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### F. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat	Berpartisipasi aktif dalam

	mempelajari bahasa inggris sebagai bahasa pengantar komunikasi yang diwujudkan dalam semangat belajar	kegiatan pembelajaran
2.	2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Mengembangkan perilaku percaya diri dalam melaksanakan komunikasi transaksional dengan guru dan teman.
3.	3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fable Indonesia dan legenda Indonesia sesuai dengan konteks penggunaannya.	3.14.1 Menentukan tujuan komunikasi; mengidentifikasi structure teks;
4.	4.18 Menangkap makna teks narrative lisan dan tulis, berbentuk fable Indonesia pendek dan sederhana penggunaannya.	4.18.1 Menangkap sifat dan ciri ciri teks narrative fable/legend Indonesia secara lisan dengan akurat, lincer dan berterima. 4.18.2 Menangkap sifat dan ciri ciri teks narrative fable/legend Indonesia secara tertulis dengan akurat, lincer dan berterima.

		<p>4.18.3 Mengungkapkan sifat dan ciri ciri teks narrative fable/legend Indonesia secara tertulis dengan akurat, lancer dan berterima.</p>
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### G. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi gagasan atau ide pokok Narrative text
- Siswa mampu mengidentifikasi generic structure Narrative text.
- Siswa mampu menganalisis content/ide pokok Narrative text

### H. Materi Pembelajaran

- ✓ Fungsi sosial
  - ★ Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang
- ✓ Struktur teks
  - Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya
  - Evaluasi: terhadap masalah yang dihadapi tokoh
  - Komplikasi: muncul krisis
  - Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh
- ✓ Unsur kebahasaan
  - Deskripsi orang, benda, dan uraian kejadian/peristiwa dan ungkapan perasaan dalam past tense atau present tense
  - Kalimat langsung dan tidak langsung
  - Adverbia penghubung waktu: *first, then, after, that, before, dsb.*
  - Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
  - Ucapan, tekanan kata, intonasi ketika mempersentasikan secara lisan

✓ Topik

Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat dan ramah lingkungan.

**E. Metode Pembelajaran**

- Model : CTL (Contextual Teaching and Learning)
- Metode : Reciprocal Teaching
- Tehnik : Berceramah

**I. Media Pembelajaran**

➤ **Media**

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

➤ **Alat/Bahan**

- Spidol, papan tulis

**J. Langkah-langkah Kegiatan Pembelajaran**

Kegiatan	Deskripsi		Waktu
	Siswa	Guru	
<b>6. Pendahuluan</b>	6. Membahas salam 7. Berdoa 8. Menunjukkan kehadiran 9. Membentuk kelompok yang beranggotakan 4 orang 10. Memperhatika	4. Mengucapkan salam dan meminta salah satu siswa memimpin doa 7. Memberikan motivasi dan apersepsi	5 menit

	n tujuan pembejaran	8. Memeriksa kehadiran siswa 9. Meminta siswa untuk mempersiapkan kerja kelompok dalam yang beranggotakan 4 orang. 10. Menginformasikan tujuan pembelajaran.	
<b>5. Kegiatan Inti</b>	<b>6. Observing</b> <ul style="list-style-type: none"> <li>• Mengamati teks</li> <li>• Menirukan kalimat-kalimat yang diucapkan/dicontohkan oleh guru yang tertulis pada teks</li> </ul> <b>7. Questioning</b> <ul style="list-style-type: none"> <li>• Menanyakan berbagai hal yang berkaitan dengan kalimat yang</li> </ul>		60 menit

	<p>berkaitan dengan teks.</p> <p><b>8. Collecting Data</b></p> <ul style="list-style-type: none"> <li>• Mengumpulkan berbagai informasi yang ada didalam teks Narrative yang telah mereka dapatkan.</li> <li>• Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks Narrative.</li> <li>• Mencari informasi fungsi social teks.</li> </ul> <p><b>9. Associating</b></p> <p>Menuliskan kalimat-kalimat yang dengan teks.</p> <p>10. Communicating</p> <p>Secara bergantian</p>		
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	<p>membacakan kalimat-kalimat yang ditulisnya dalam bentuk kalimat past tense.</p>		
<p><b>6. Penutup</b></p>	<p>5. Siswa dan Guru melakukan refleksi dan evaluasi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</p> <p>6. Siswa dan Guru memberikan umpan balik terhadap proses dan hasil pembelajaran</p> <p>7. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya</p>		<p>10 menit</p>



	8. Siswa dan guru mengucapkan salam perpisahan.		
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## K. Penilaian

### 3. Vocabulary

No.	Criteria	Score
1.	Use the of vocabulary extensive and precise	4
2.	Use the of vocabulary fairly extensive and precise	3
3.	Use the of vocabulary less extensive and precise	2
4.	Use limit vocabulary and expression	1
	No answer	0

### 4. Grammar

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

## DOCUMENTATION



D-test



**Cycle-test I**



**Cycle-test II**



**The last meeting in the class**

## CURRICULUM VITAE



**RUSTIANI**, was born in Tapalang, West Sulawesi, August 11<sup>th</sup>, 1996. She is the second daughter from the happiness couple Muh. Ramli Tababa and Nurliah. She finished her Elementary School at SD Inpres Pempioang Mamuju in 2008. Then she continued her Junior High School at SMP Negeri 1 Tapalang and graduated in 2011. In 2014, she completed her Senior High School at SMA Negeri 1 Tapalang. Afterwards, she was accepted her study in English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title: *Improving Students' Reading Comprehension on Narrative Text through Reciprocal Teaching Technique (A Classroom Action Research at the 10<sup>th</sup> Grade of SMK Muhammadiyah 2 Bontoala Makassar)*.

