

**IMPLEMENTATION OF RECIPROCAL TEACHING METHOD TO  
IMPROVE STUDENTS' READING COMPREHENSION AT  
X GRADE OF MADRASA ALIYAH BELANG-BELANG**

**A THESIS**



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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUSLIM MAROS  
2020**

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X GRADE OF MADRASA ALIYAH BELANG-BELANG**

**A THESIS**

Submitted to the English Education Department  
Faculty of Teacher Training and Education University of Muslim Maros  
As a Fulfillment of the Requirement for  
S1-Degree

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## **MOTTO**

Intelligence is not the determinant of success, but hard work is a determinant  
of your success really

## **DEDICATION**

I dedicate this thesis to my father and mother who have filled my world with so  
much happiness that a lifetime is not enough to enjoy it all. Thank you for all  
the love that my father and mother gave me.

## ABSTRAK

**NUR LINDA.** 2020. Penerapan metode Reciprocal Teaching untuk meningkatkan pemahaman membaca siswa kelas X Aliyaha Belang-Belang. Kabupaten Maros Jurusan Pendidikan Bahasa Inggris. (Dibimbing oleh Ibu Suhartina dan Ibu Zul Astri).

Tujuan penelitian ini adalah untuk meningkatkan pemahaman Membaca dengan Menerapkan Metode *Reciprocal Teaching* pada Siswa Kelas XA Madrasah Aliyah Belang-Belang. Penelitian ini merupakan penelitian experiment Kelas yang mengacu pada metode *Reciprocal Teaching* yang diawali dengan perencanaan, pelaksanaan, pengamatan. Penelitian ini dilaksanakan pada Madrasah Aliyah Belang-Belang, dalam teknik pengumpulan data menggunakan observasi dan tes tertulis. Data yang diperoleh dari hasil membaca dianalisis secara kuantitatif.

Dari hasil penelitian yang telah dilakukan, menunjukkan bahwa dalam pemahaman membaca dengan menggunakan metode *reciprocal teaching* dapat meningkatkan kemampuan membaca pada siswa kelas X A Madrasah Aliyah Belang-Belang, yang dapat dilihat dari hasil belajar yang diperoleh pada teks akhir kelas experiment terjadi peningkatan dari pre-tes ke post-tes, yang ditandai dengan meningkatnya pemahaman membaca dapat di lihat dari descriptive data dimana pre-tes dengan nilai mean 58.91 dan pada post-tes dengan nilai mean 77.50 dari uji one sample t test dengan Nilai sig. (2-tailed) atau nilai signifikan dengan uji dua sisi adalah sebesar 0,003 dengan Mean rata-rata 142.

**Kata kunci: Penerapan Reciprocal Teaching, Pemahaman Membaca**

## **ABSTRACT**

**NUR LINDA.** 2020. Implementation of reciprocal teaching method to improve students' reading comprehension at X grade of madrasa aliyah belang-belang. Motto Maros Regency English Education Department. (Supervised by Suhartina and Mrs. Zul Astri).

The purpose of this study was to improve reading comprehension by applying the Reciprocal Teaching Method to Class XA Students in Madrasah Aliyah Belang-Belang. This research is a Class experiment research that refers to the Reciprocal Teaching method that begins with planning, implementing, observing. This research was conducted at Madrasah Aliyah Belang-Belang, in data collection techniques using observation and written tests. Data obtained from reading results were analyzed quantitatively.

From the results of research that has been done, it shows that in reading comprehension using reciprocal teaching methods can improve reading skills in class XA students at Madrasah Aliyah Belang-Belang, which can be seen from the learning outcomes obtained in the final text of the experimental class an increase in pre-test to the post-test, which is marked by increased reading comprehension can be seen from the descriptive data where the pre-test with a mean value of 58.91 and the post-test with a mean value of 77.50 from the one sample t test with a value of sig. (2-tailed) or the significant value with a two-tailed test is 0.003 with an average mean of 142.

**Keywords:    Implementation of Reciprocal Teaching, Reading Comprehension**

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## **FOREWORD**

Alhamdulillah, all the praise and thanks are always the authors pray for the presence of Allah SWT because of His grace, mercy and grace, so that the author can complete the preparation and writing of this thesis. Blessings and greetings may still be poured out on our beloved Prophet Muhammad, who has illuminated this world with the light of Islam. With hope, we will be among those who will accept sharia in the future.

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This study entitled "IMPLEMENTATION OF RECIPROCAL TEACHING METHOD TOIMPROVE STUDENTS' READING COMPREHENSION AT X GRADE OF MADRASAH ALIYAH. BELANG-BELANG", was proposed as one of the conditions to obtain a Bachelor Degree in English Language Education FKIP UMMA.

The process of completing this thesis is truly a long struggle for the writer. The author realizes that in the research process, up to thesis writing, writing faces many obstacles. But thanks to the help, motivation, prayer and thoughts of various parties, this obstacle can be overcome well. Author also realizes that this thesis is far from perfection so the writer expects criticism and suggestions from readers for the perfection of this thesis. The author hopes that with the completion of this thesis, it is not the end of a work, but the beginning of everything, the beginning of the struggle for life.

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Finally, the authors hope that this simple work can benefit readers and for the advancement of education in Indonesia, especially in Maros Regency

Maros, 25 June 2020

NUR LINDA

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

As one of international languages, English is widely used by the number of countries as a means of communication. This condition demands the need of English for everyone who wants to get involved in the global community since it holds so many aspects of life including education. Thus, English is considered as compulsory subject in school. English is one of the subject matters that must be learned by the elementary students up to university students. It also has a big role as one of the subjects that is taught in school. It leads to the point of how important the mastery of English for all the students. Furthermore, the ultimate goal of English instruction is emphasized on developing students' communicative competence.

Underpinned by this real fact, the Indonesian government places English as the first foreign language. It becomes a compulsory subject in secondary schools and universities. Even some primary schools have included English in their curriculum. This is the fact of education system, which develops in line with the modern era. Thus, English curriculum always needs improvement in order to generate a better result of learning.

Learning English, there are three skills that must be considered, namely speaking, reading, and writing. However, among the three skills above, reading is the most important skill for most English students throughout the world. This makes sense, because the biggest interest of English for most people is reading

English text books to get information in various fields. In each subject, student learning activities involve reading. Moreover, in the world of education, all books and leaflets are in written form. This means that students must read it so they can absorb the knowledge contained.

Related to the fact, reading is one of the four major skills that students have to master. In fact, many students of Junior High School find it difficult to understand English texts. They still don't understand to read English texts. Usually they are troubled because of some problems, such as unknown words, inability to understand context, reluctance, and so on. Apparently, reading is a simple activity, which can be done by all English learners easily. However, that is not an easy skill to master. A complex process that requires special expertise of the reader and needs a comprehension.

Based on the observation conducted in the X grade of Madrasa Aliyah Belang-Belang, the writer found that the students' reading comprehension was still low. It can be seen in the learning process, that the students faced difficulties in comprehending an English text. They needed a lot of time to understand. They also faced difficulties in understanding sentences, and finding the meaning of the sentences in a paragraph. That condition caused the students have difficulties in answering questions following the text. As the result, their score in reading was low. The writer also found that the reading interest of the students was also low. Most the students did not read the text when they got assessment related to an English text. Only few students read the

text and did their assessments. Some of them copied their friends' work or even did not do it. Most of them were passive in reading class.

During the pre-observation, it was also noticed that there were some problems dealing with teaching and learning reading comprehension as follows:

1. The learning process was textbook-oriented. The teacher mostly based her teaching on a certain textbook. There were no various sources used and various activities done during the lesson. The students only moved from task to task stated in the book by answering questions based on a certain reading text in that book.
2. The English teacher still used the conventional technique. During the classroom process, the teacher dominated all classroom activities. Thus, students were not actively engaged in the learning activities. There were little opportunities for unconfident students to get involved in the lesson. Only the active students could learn better.
3. The students were not enthusiastic and interested in reading. Only few students had great willingness to answer comprehension questions voluntarily. Most of them were passive; they answered the questions only if the teacher pointed at them to answer.

Those cases faced by the grade X students in Madrasa Aliyah Belang-belang might considerably occur because the teaching method used by the teacher does not the students to be active. The Students are bored with the habitual learning activities having described above. Therefore, the teacher has

to be able to use her creativity to establish inviting, enjoyable, and motivating classroom environment.

Realizing the phenomenon above, appropriate techniques in teaching reading should be implemented in the classroom because using various teaching method could give a great effect to the students' success in reading. The method used by the Teacher should be appropriate to the students' comprehension level. The method that might be implemented is reciprocal.

This method of reciprocal teaching is very necessary to be applied in the learning process because this method of reciprocal teaching can give opportunity and flexibility to students to use the ability to speak independently or together and can improve students ' learning achievements. In the application of reciprocal teaching method is prioritizing the participation and activity of students in learning, when students are required to be able to explain the results of the read discourse.

Aini Nur Rahma conducted research in 2002 entitled "The Effects of Learning Cooperative Reciprocal Teaching Model Against Student Learning Outcomes On the Concept of Biodiversity (Quasi Experiment at SMPN 3 South Tangerang) "This study aims to determine the effect of using the Reciprocal Teaching model on student learning outcomes on the concept of biodiversity. Data analysis using t-test, the results of the calculation of the average difference between the two classes obtained t value of 5.452, while the t table with a significant level of 5% and degrees of freedom (dk) = 78 of 1.99. So the alternative hypothesis (Ha) which states there is a significant influence

on the use of the reciprocal model of cooperative teaching on student learning outcomes.

Research conducted by Delvi Suryani in 2013 entitled "The Effect of the Reciprocal Teaching Approach on the Communication Capabilities of Indonesian Language Class 5 Students at Elementary School, Ujung Bulu District, Bulukumba Regency". The results showed that, the average value of students in the experimental class was greater than the control class so that the applied learning had a good effect.

Ria Sardiyanti research in 2012 entitled "The Implementation of Reciprocal Teaching Models To Improve Student Mathematical Learning Activities" This study revealed that the application of reciprocal teaching models can enhance student learning activities in mathematics, give positive responses to mathematics learning and improve learning outcomes student mathematics.

Based on research that has been done, researchers are increasingly convinced to do this research. There are some differences between previous research and research conducted by researchers. In terms of place, subject and object of research are very different.

In addition, Omari and Weshah (2010:30) declares other reasons of using reciprocal teaching. They are as follows:

1. Reciprocal teaching encourages cooperation, responsibility, and leadership.
2. Reciprocal teaching raises students' motivation for learning.

3. Reciprocal teaching develops their social relations.
4. Reciprocal teaching decreases undesirable behaviors in the classroom.

In this study, to improve students' reading comprehension, the authors conducted a class experiment research with the title 'Implementation of Reciprocal Teaching Method to Improve Students' Reading Comprehension at X grade of Madrasah Aliyah Belang-Belang Maros district.

### **B. Research Question**

Based on the explanation above, the writer conducts this research is to figure out the information of using reciprocal teaching method toward students' reading comprehension. Thus, the problem is formulated as follow: "How does the reciprocal teaching method to improve students' reading comprehension?"

### **C. Research Objective**

The reason of the writer conduct this research is to find out how reciprocal teaching method can increase students' reading comprehension.

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

This research hopefully will give some contributions to the process of teaching English. There are some expected benefits of the study for English teacher, students, and other researchers.

#### **1. For the teachers**

They know the importance of reciprocal teaching techniques for improving reading comprehension and are able to apply it to student's reading comprehension.

## **2. For Students**

By conducting this research, the writer hopes that the students enjoy in learning English especially in reading field. No matter they can understand about English or not, by using Reciprocal Teaching Technique they can understand about the text they read. It will useful for them in comprehending the text.

## **3. For Next Researchers**

This research can be a reference for the next researchers to conduct a research by Implementation of Reciprocal Teaching Method to Improve students' reading comprehension.

## **E. Definition of Terms**

Based on the focus and formulation of the research problem, the description of the terms in this study is as follows.

1. Reciprocal Teaching is a teaching procedure or approach that is designed to teach students about cognitive strategies and to help students understand reading well.
2. According to Fajarwati (2010: 17), Reciprocal Teaching is a learning model in the form of teaching material to friends. In this learning model students act as teachers to deliver material to their friends. Meanwhile the teacher acts more as a model who becomes a facilitator and supervisor who conducts scaffolding. Scaffolding is guidance given by people who know better to people who don't know or don't know.
3. Implementing the Reciprocal Teaching approach students are taught four



specific understanding and self-regulation strategies, namely predicting material to be studied, clarifying difficult terms to understand, asking questions and summarizing reading.

4. Reading is a psycholinguistic process that aims to shape the reader's understanding of what is being read.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Background**

##### **1. Reciprocal Teaching Method**

###### **a. The definition of the Reciprocal Teaching Method**

Before implementation of reciprocal teaching method, it is important to know what the reciprocal teaching method. The reciprocal teaching method which is a dialogue between students or between students and teachers, which follows four steps, some predict, ask, explain, and summarize. This means that the reciprocal teaching method is a teaching process that is represented in a dialogue between students and teachers which has four steps, namely predicting, asking, explaining, and summarizing.

Trianto (2009:173) also defines that reciprocal teaching is an approach to students' learning strategies that based on the principles of making/filing questions where the strategy Cognitive strategies are taught through direct instruction by teachers to Improve the reading performance of students who read their understanding low.

Reciprocal teaching is learning through the activities of teaching fellow friends (students with students) or teachers with students. In this case, students act as "teachers" to replace the actual teacher's role in teaching, while the teacher is actually more acting as a model for example, facilitator who gives ease, and the supervisor who performs scaffolding. Scaffolding is giving a number of assistance Students during the early stages of learning, then reduce

help and give the opportunity to take over the greater responsibilities after students can do so. Scaffolding is a help given to learners to study and solve problems. Such assistance may include instruction, encouragement, warnings, parsing problems in solving steps, providing examples, and other action actions that allow learners to learn independently (Palincsar and Brown, 1984:123).

The purpose of the reciprocal teaching technique is to facilitate the group between the teacher and the students to comprehend the text using the steps of the technique. Each step is selected as follows:

1) Questioning

Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. Central or important information, themes, or ideas are used to generate questions which are then used as independent tests for the reader. Question and provide context to explore texts more deeply and ensure construction of meaning.

2) Summarizing

The summary is a brief presentation of an original essay, but while maintaining the order of the contents and point of view of the original author in the reading book. the benefit of making a summary is as a means to help us remember the contents of a book or a long description and provide encouragement to create a context for understanding the specifications of a text.

### 3) Clarifying

Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through re-reading, the use of context in which the text was written and/or read, and the use of external resources (e.g., dictionary or thesaurus).

### 4) Predicting

Predicting is an amalgamation that involves the reader's prior knowledge, new knowledge from the text, and the structure of the text to make a hypothesis related to the direction of the text and the writer's intent in writing. Predicting gives an overall reason to read in confirming or confirming a reading on a self-generated hypothesis.

All the steps can help the students to construct the meaning of the text. In conclusion, the reciprocal teaching model is instructional activity that uses four steps to make students comprehend text easier.

Carter (1997:65) stated that reciprocal teaching study can be applied in various forms including:

- a) one-to-one tutorials, which means teaching is done by the teacher against each individual/student in the classroom.
- b) A small group of students beginning with the material reading activity First.
- c) Small group of students led by class teachers without any particular

division of duty to students.

- d) Learning in a large group of students led by class teachers without any specific sharing of assignments to students.
- e) The small group of students that each member of the group take turns in leading the discussion/teaching of his own friend in the group with the sharing of certain tasks.

When the teachers doing this technique, they firstly leads the dialog, modeling each of the four strategies in relations to the first paragraph of the text. While, the students participate the learning process by asking the teacher to clarify difficulties, by agreeing or disagreeing to the teacher in stating main idea, by suggesting modifications to summary and by their own predictions about the content of the next paragraph of the text.

#### b. Advantages and Disadvantages Reciprocal Teaching Method

Every method has an advantage and disadvantage. It is important to know the advantage and disadvantage in order to use it effectively in the classroom. The following are the advantages and disadvantages of reciprocal teaching method (Yawisah, 2014:15).

##### 1) The advantages of reciprocal teaching method

There are some advantages of reciprocal teaching technique as follows:

- a) Students who use reciprocal teaching can improve their summaries with practice and works independently.
- b) Because the students are more cognitively engaged in the material, the reciprocal teaching classes see fewer disruptive student behaviors.

- c) The reciprocal teaching has also been shown to help students develop interpersonal communication skills because they must interact with other students and the teacher.
- d) Because student team helps each other, this teaching strategy involves students helping and teaching other students. This is thought to encourage student self-efficiency and self-esteem.

2) The disadvantages of reciprocal teaching method

Reciprocal teaching technique also has some disadvantages which include:

- a) It is possible that students will provide wrong feedback to other students while discussing the material.
- b) In larger groups of students, sometimes it is hard for the teacher to monitor all of the communications between the students, and misinformation may be passed through the class. Those are the advantages and disadvantages of using the reciprocal teaching technique to teach reading in the class.

## **2. Definition of Reading**

As one of language skills, reading roles so urgently in communication. Reading is the receptive skill, meaning that the way in which people extract meaning from the discourse they see. In addition, Parel and Jain (2008: 113) stated that reading means to understand the meaning of printed words (written symbols). Reading is an active process, which consists of recognition and comprehension skill. In short, reading is the process of receiving the written information regarding what the reader see.

According to Wolley in Astri (2018: 219) "Reading comprehension is the process of extracting meaning from text. The goal therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence".

Reading is the process of seeing a series of written symbols and getting meaning from what we are reading. When we read, we use our eyes to accept written symbols (letters, punctuation and spaces) and we use our brain to turn them into perfect words, sentences and paragraphs and communicate something we know in reading texts. Reading can also be silent (in our heads) or loud (so others can hear).

Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

Reading is a process that can be developed using techniques that correspond to the purpose of the reading (Somadayo, 2011:1).

#### a. Types of Reading

According to Parel and Jain (2008: 117) there are four types of reading, there are Intensive Reading, Extensive Reading, Silent Reading and Aloud Reading.

##### 1) Intensive Reading

Intensive reading is related to further progress in language learning

under the teachers' guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel and the type of material the advance student would enjoy. Intensive reading is text reading or passage reading. In this reading, the learners read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learners needs book to acquire knowledge is the kind of intensive reading. There are few characteristics of intensive reading:

- a) This reading helps learner to develop active vocabulary.
- b) Teacher play main role in this reading.
- c) Linguistic items are developed.
- d) This reading aims at active use of language.
- e) Intensive reading is reading aloud.
- f) In Intensive reading speech habit emphasized and accent, stress, intonation and rhythm can corrected.

## 2) Extensive Reading

The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral report, to the rest of the class, or full class discussions. It may be the source for written compositions in which students deal with specific issue arising from the



material in the book. On occasions, the class may divide into groups to read interrelated materials. Each group may prepare some part of the project on some present a group reports to the rest of the class.

This type of class project gives a point and purpose to extensive reading by building reading practice into a matrix of purposeful activity. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update. Few characteristics of Extensive reading:

- a) It helps learners to develop to active vocabulary.
- b) Extensive reading is silent reading.
- c) In extensive reading, the subject matter is emphasized.
- d) In the extensive reading, the learners play the main role because they ask for measures.
- e) In extensive reading the idea can be developed.
- f) The aim of extensive reading is to enrich the learners ' knowledge.
- g) Through extensive reading the good reading habit can be developed.

### 3) Reading Aloud

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of word pronunciation. What the teacher can do for better and effective teaching of reading as under:

- a) The material, which, teacher presents before students, should be

according to previous knowledge of the students or related to their own experience.

- b) The teacher should emphasize on the stress of learners.
- c) The teacher should be very careful while process of reading is going on.  
If any mistake is committed by learners, he should correct it. Correction should be friendly and productive.
- d) The teacher should care about all readers. Moreover, draw his attention toward weak readers.
- e) While teacher present model reading, this model reading should be according the level of readers, so that readers could understand it very well and pronounce very well.

#### 4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when

They are able to read without any difficulties. It is kind of habit in which learner are enable to read without any audible whisper. Teaching reading is very important skill because this is stage where the knowledge of learners starts to flight. How teacher can make the teaching reading by silent reading effective:

- a) Teacher should tell about the topic first to the learners, should motivate the learners. The teacher should not read first but should allow the

students to read the text.

- b) Teacher should tell about the topic first to the learners, should motivate the learners. The teacher should not read first but should allow the students to read the text.
- c) The subject matter should be interested and effective and selected from the reading material developed for it.
- d) Eclectic approach can be used by teacher for better comprehension and understanding.

### **3. Reading Comprehension**

Reading and comprehension so tightly connected because comprehension is the result of reading. If there is no comprehension in reading, there is no communication, mainly in written communication. Based on the study of Richard and Renandya (2010: 483), Reading comprehension is the understanding resulted through the process by which the meaning of a written text is understood.

In addition, Thornbury (2003: 41) stated that comprehension skills are the heart of the reading process and we bring our life experiences to the act of the reading. Next, in her research, Snow defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

According to Samsu Somadayo (2011:10). Reading comprehension is a process of acquiring meaning that Actively involve the knowledge and experience that is already possessed by and is associated with reading content.

Reading comprehension is a process aimed at discovering knowledge and experience in a Reading.

Based on a few opinions above it can be concluded that reading comprehension is the process by which readers get Messages, information, meanings, basic ideas, and understand the content of readings. In Reading Comprehension, readers usually relate knowledge and experience to which is owned to be associated with reading content.

The main purpose of reading comprehension. Reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text. A reader needs comprehension to catch the content of message or information from the text. Reading comprehension means the ability to understand the materials given by the author.

a. Aspects of Reading

There are five aspects of reading which help the students to comprehend English text including main idea, specific information, reference, inference, and vocabulary.

1) Main idea

Every single paragraph has a main idea, in which it is the gist or conclusion of the whole text. One of the objectives of reading is finding main idea of a text. It is a common goal in reading instruction or in reading test (Sutarsyah,2013:173)

2) Specific information

According to Segretto (2012:12), specific information or supporting

details provide the readers more information about main idea or subject of main idea of the passage. By recognizing the details of the text, the reader will get a lot of information.

### 3) Reference

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to another object.

### 4) Inference

Developing inference is coming to a conclusion after considering all the fact one of comprehension strategies to make conclusion of what is not directly stated in the text based on clues given (Suparman, 2011:233).

### b. Vocabulary

In general, vocabulary is all the word which exist in a particular language or subject.

## **4. Definition of Recount Text**

Recount Text is one of the types of English texts that recounts events or experiences in the past. The purpose of Recount Text is to provide information or to entertain the reader. In the Recount Text there are no complications (Complication) as in the Narrative Text.

### a. Purpose of recount Text

The purpose of Recount Text like the explanation above is to report events, events or activities with the aim of preaching or entertaining of course without any conflict in the story.

b. Structure Recount Text

1) Orientation

Orientation or introduction, namely providing information about who, where and when the event or activity occurred in the past.

2) Events

Events are records of events that occur, which are usually delivered in chronological order, such as "In the first day, I ... And in the next day ... And In the last day ...". In the Events section there is also usually a personal comment about the event or incident that was told.

3) Reorientation

The Reorientation section, there is a repetition of recognition in Orientation, a repetition that summarizes the sequence of events, events or activities that are told.

**B. Conceptual Framework**

The learning process at Madrasah Aliyah Belang-Belang is a place that will be used as a location by researchers seeing the problem of learning, especially the English subjects about the lack of interest or motivation of learners in To read so that the right method is required for the learning process can achieve maximum results. There is a problem that occurs about reading so that researchers offer solutions with methods of learning reciprocal teaching. This is done how much increased reciprocal teaching method in learning reading comprehension.

In this study, the tests is done 2 times, namely pretest and posttest. Before this study began, the researchers gave a pretest (initial test). Then the researchers give the Reciprocal Teaching learning method. After being given a Reciprocal Teaching learning method to the experimental class. Then given a posttest (final test). Then the results of the pre-test and post-test scores are calculated and tested using the Hypothesis test so that students' learning outcomes are found to be influential before and after the use of the reciprocal teaching method. This framework of thought is outlined in the form of a chart as follows.

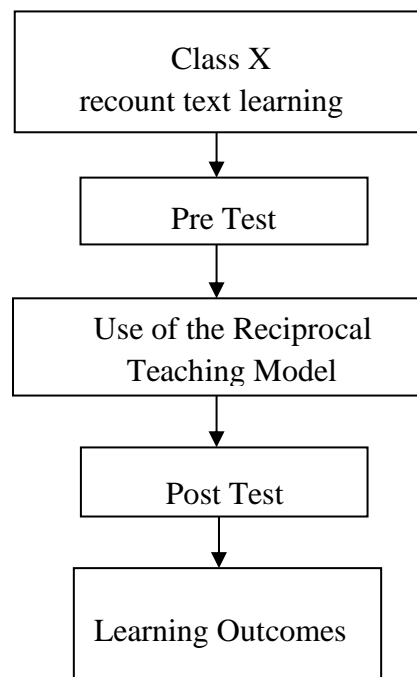


Figure 1.conceptual framework

### **C. Research Hypothesis**

$H_0$  = There is no significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching method.

$H_1$  = There is a significant improvement of students' reading comprehension before and after the implementation of reciprocal teaching method.



## **CHAPTER III**

### **RESEARCH METHOD**

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

The design of this research is pre experimental research, which intended to find out the difference on students' reading comprehension in recount text between taught before and after Implementation Reciprocal Teaching. The experimental research is the only type of research that can test hypotheses to establish cause-and-effect relationship. In addition, the experimental research design is research in which the investigator determines whether the activity or materials make a difference in result for participant.

#### **B. Location Research and Time of Research**

##### **1. Time**

The study conducted in the even semester of the 2019/2020 school year consisting of six meetings

##### **2. Location**

The location of this research is Madrasah Aliyah Belang-Belang, Maccini Baji Village, Lau District, Maros Regency.

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

The population of this research is the X grade students of Madrasah Aliyah. Belang-Belang in academic year 2019/2020. The number of in class X is 61 people and divide into 2, Madrasah Aliyah. Belang-Belang. The total number of the X A grade students are around 32 students. Each class consisted of about 32 students. Class X/A is taken as the experimental class. In determining the experimental class, the researcher uses purposive sampling.

The researcher chose X A because that class have an average level of proficiency to apprehend a reading text than the other class.

#### **D. Definition of Variable Research and Operational**

##### **a. Definition of Variable Research**

As for the variables of this research, that is, variable free is the use of reciprocal teaching model and variable binding is an increase in reading comprehension in grade X students of Madrasah Aliyah Belang-Belang.

##### **b. Operational**

Reciprocal teaching or reverse teaching which is a constructivist approach based on the principles of making or asking questions.

#### **E. Research Implementation Procedure**

##### **1. Observation**

Observation is an observation activity or data collection for gives an idea of how far the effects of actions have been achieved. Observation sheets consist of teacher observation sheets and student observation sheets. Teacher observation sheet to find out the process during teaching with the Reciprocal Teaching learning model. While the student observation sheet is used to determine the interaction of students with the teacher during the learning process.

##### **2. Interview for Students**

Interview at the time of observation carried out to determine the condition students and know the general picture of implementation learning

and problems faced in class. Action interviews were conducted to determine student learning outcomes with the Reciprocal Teaching learning model.

## **F. Data Collection Technique**

### **1. Pre-test**

At the first meeting, the researcher gave a pre-test to the students. It conducted to know how far the students score in reading. This test is given in order to know how far the students ability in reading comprehension of recount text. The pre-test consists of 1 items, in the form of fields and question.

### **2. Post-test**

The researcher conducted post-test after conducting the teaching through reciprocal teaching. The pre-test consists of 1 item, in the form of fields and question.

### **3. Observation**

Observations about student learning outcomes and the active participants during the teaching and learning activities. Observation of class activities relating to the conduct of students and teachers. Activities start from the beginning of learning related to reading.

Observation is a technique of collecting data that uses observations of research objects. The observation to be done is direct observation, in the sense of conducting observation directly against the symptoms of the subject being investigated.

#### **4. Interview for Students**

Interview student opinions about learning using the Reciprocal Teaching learning model.

#### **G. Data Analysis Techniques**

After the data is collected, a data analysis technique is carried out, the research gives a description of the results of the research. Analyzing data is a method used by researchers to describe the data obtained so that it can be accessed not only by people who understand, but also other people who want to get the results of research.

Data that can consist of student learning outcomes in the cognitive domain, observation of student and teacher activities in the learning process, field notes, student responses to reciprocal teaching learning methods. The results of the analysis of learning outcomes data on the cognitive aspects or mastery of concepts using descriptive analysis of each cycle using the gain score. Gain is the difference between the posttest and pretest scores, the gain according to the increase made by the teacher. To find out the difference in value, use Normalized Gain.

$$g = \frac{\text{scorpostest} - \text{scorpretest}}{\text{scorideal} - \text{scorpretest}}$$

## CHAPTER IV

### RESEARCH RESULTS

#### A. Research Results

In knowing the activities of students the researchers conducted observations of student activities in the experimental class and this study used a class X / A MA Belang-Belang Maros district.

Table 1. Observation results of the experimental class students of Class X / A Madrasah Aliyah Belang-Belang Maros Regency.

No	Class Activity	Experiment	
		Pre test	Post test
1	Student attendance	30	32
2	Listening to the teacher's explanation	14	19
3	Asking question	5	8
4	Establish cooperation between groups	16	32
5	In and out of class	6	3
6	Interest and attention	14	18
7	Answer the question	4	7

Source: 2019 observations

The observation results obtained data that student activities in the learning process of reading recount text in pre-test has not been carried out optimally. This can be seen from a number of student activities that were not carried out such as student participation and lack of attention in the learning process so that a class test post experiment was conducted.

The teaching and learning process begins with the introduction of the teacher and students. The experimental class was conducted fifth meeting, namely the teaching and learning process and the second meeting students were given a preliminary test about recount text reading. Specifically for the

first and third meetings some students attended and at the fifth meeting all students attended with a total of 32 people as research subjects.

Based on the results of research that has been done in the experimental class in this study, obtained from the pre-test and post-test scores.

### **1. Pre-test and post-test scores for the experimental class**

The pre-test and post-test scores were obtained by researchers from English subject teachers in the X / A MA Belang-Belang class. This Pre-test Value will be used as an initial test in research.

This Post Test aims to determine the ability of students to understand the material that has been given, while the score of learning outcomes is obtained as follows.

Table 2. Results Scores for Experimental Classes

No	Experiment	
	Pre test	Post test
1	55	70
2	55	75
3	65	80
4	55	85
5	55	80
6	60	65
7	55	80
8	55	65
9	55	85
10	45	55
11	50	80
12	65	60
13	60	80
14	70	90
15	70	85
16	65	65
17	60	75
18	50	70
19	65	75

20	65	80
21	60	85
22	50	90
23	55	85
24	70	75
25	45	85
26	65	60
27	45	75
28	65	75
29	60	85
30	75	90
31	60	90
32	60	85

Source: of data 2020 results

After obtaining the scores from the pre-test and post-test of the experimental class, the data is further tested so the prerequisite test will be conducted first, namely the normality test.

The normality test aims to determine whether the class has normal distribution or not with the criterion that the normality test data with the following significance levels.

Table 3. Test the normality of the experimental class Table Normality

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Learning outcomes	Pre-test	.132	32	.171	.954	32	.185
	Post-test	.165	32	.026	.919	32	.019

Source: Data Analysis, 2020

From table 3. above, it shows that the results of the pre-test and post-student normality test calculations in the application of the Reciprocal Teaching method, that students who get sig values of  $0.05 < 0.185$  results of the calculation of pre-test normality tests and at post-test obtain Sig  $0, 05 > 0.019$ . Because all the results of normality test calculations in the pre-test and post-test

0.05, it can be concluded that the two tests meet the criteria, then the data is normally distributed.

From the normality test above, it was concluded that the results obtained by students in using the Reciprocal Teaching method in class X MA Belang-Belang Regency Maros experiment class was dominated by students who obtained pre-test and post-test normally distributed.

From the normality test, then made descriptive statistics student learning outcomes in using the Reciprocal Teaching method in class X / A Madrasah Aliyah Dappled Maros Regency as follows.

Table 4. Descriptive statistics Learning Outcomes of the experimental class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperiment	32	45	75	58.91	7.697
Post-test Eksperiment	32	55	90	77.50	9.588
Valid N (listwise)	32				

Source: Data Analysis, 2020

From table 4. above, it shows that descriptive statistics of student learning outcomes of 32 research subjects in improving understanding of reading recount text using the Reciprocal Teaching method in the experimental class. The minimum value that appears on the pre-test is 45 and the post-test drinking value is 55, and the maximum value on the pre-test obtained is 75 while the post-test is 90, the mean value of the pre-test is 58.91 and the post-test is 77.50 and the Deviation value. The deviation in the pre-test was 7,697 and the Deviation value. Deviation post-test is 9,588.



In the following, Categorization Test One Sample t Test The learning outcomes of participants student in the Pre-test and Post-test in improving understanding of reading recount text by using the Reciprocal Teaching method in the experimental class.

Table 5. One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Ngain	32	.44	.250	.044
Class	32	1.00	.000 <sup>a</sup>	.000
Experiment				

source: data analysis, 2020

From table 5. one sample statistic above shows a descriptive statistical value, which is N = 32 meaning the number of samples used is 32 students of class X / A. Mean 44 means the mean value calculated is 44. Std.Deviation is equal to 250 while std. The Mean error is 044.

Table 6. One-Sample test

Test Value = 0,3						
	T	Df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Ngain	3.199	31	.003	.142	.05	.23

source: data analysis, 2020

Based on the table one sample test above, it is known that the value of t is 3.199. The value of df is 31. The value of sig. (2-tailed) or significant value with two-tailed test is 0,003 with an average mean of 142.

## **B. Discussion**

In the pre-test class experiment there are some things that cause student learning outcomes are not optimal because there are still many students who do activities that are not relevant in the learning process including many students who do not understand the recount text, because they do not pay attention to explanations given and disturbing friends, and lack of cooperation between groups so that the teaching and learning process in class is disrupted so that learning objectives are not achieved.

In the next experimental class learning activity teaching and learning students have increased understanding of recount text reading compared to previous learning, in the post test assessment of the experimental class has seen the activeness of students who pay attention to reading comprehension learning materials as well as an increase, and increased student activity in asking. The results obtained after the pre-test and post-test experimental class increased where the attendance of students in the experimental class were 30 students and in the post-test rose to 32 students or 95% Confidence Interval of the Difference.

In the experimental class did not achieve significant from the pre-test and continued at the test post had reached a significant value, from the experimental class there were two students who were not present at the pre-test. Students who were absent were given a pre-test return.

Judging from the results of students' scores on the experimental class test post, it seems that there is an increase in student learning activities,

especially in reading recount text comprehension. This means that there is a change in students in following the teaching and learning activities in the classroom, especially in the reading comprehension material recount text using the reciprocal teaching method in class X Madrasah Aliyah Belang-Belang Districts. Maros

The above results are in line with the results of previous studies conducted Aini Nur Rahma conducted a study in 2002 entitled "The Effect of Reciprocal Cooperative Learning Model on Student Learning Outcomes on the Concept of Biodiversity (Quasi Experiment at SMPN 3 South Tangerang)" Student learning outcomes on the concept of biodiversity. Data analysis using t-test, the results of the calculation of the average difference between the two classes obtained t value of 5.452, while the t table with a significant level of 5% and degrees of freedom (dk) = 78 of 1.99. So the alternative hypothesis ( $H_a$ ) which states there is a significant influence on the use of reciprocal cooperative learning models on student learning outcomes.

While Ria Sardiyanti's research in 2012 entitled "Application of Reciprocal Teaching Models to Improve Student Mathematical Learning Activities" This study revealed that the application of reciprocal teaching models can improve student learning activities in mathematics, provide positive responses to mathematics learning and improve student learning outcomes in mathematics.

This is supported by the activeness of students in class. Students are able explain the reading contents of the reading that has been given and able

ask questions based on the contents of the reading. This is in accordance with the method used, namely reciprocal teaching. Reciprocal teaching is a learning method that is based on principles making / submitting questions (Trianto, 2012: 173).

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

#### **A. Conclusion**

Based on the results of the data analysis and discussion described above, it can be concluded that using the reciprocal teaching method can improve student learning activities and improve students' reading comprehension from the sufficient scores in the pre-test experimental class to be a high category in the post-test class X / A experiment and by using the reciprocal teaching method can improve the reading comprehension skills of students in grade X of the Madrasah Aliyah Belang-Belang students. This can be seen from the results of student evaluations that have increased in class.

#### **B. Suggestions**

In connection with the above research conclusions, the following suggestions are proposed:

1. English teachers who carry out learning, especially reading recount text skills should use the reciprocal teaching method to further enhance students' understanding of what they are reading.
2. Students are expected to continue to improve their learning outcomes with creativity, improve the basics of understanding and knowledge of reading in learning English.
3. Schools that have relatively similar learning problems can apply learning using the reciprocal teaching method.

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# APPENDIX



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah : MA. Belang-Belang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Materi Pembelajaran : Recount Text

Alokasi Waktu : 4 x 90 menit

### **A. KOMPETENSI INTI**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. KOMPETENSI DASAR DAN INDIKATOR**

### **Kompetensi Dasar 1**

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
4. Menangkap makna dalam teks recount lisan dan tulis sederhana.  
Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

### **Indikator**

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks recount tentang pengalaman menyenangkan.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam

melaksanakan komunikasi terkait teks recount tentang pengalaman menyenangkan.

3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount tentang pengalaman menyenangkan.
4. Merespon makna dalam teks recount, lisan dan tulis, sederhana, tentang pengalaman menyenangkan.
5. Menyusun teks recount lisan dan tulis sederhana tentang pengalaman.

### **C. TUJUAN PEMBELAJARAN**

Siswa terampil mengidentifikasikan karakteristik, stuktur teks, menjelaskan penggunaan dan membuat teks recount dengan benar.

### **D. MATERI PEMBELAJARAN**

Subject matter : Recount text.

Recount text is a text that tells about a story, action, or activity.

#### **1. Purpose of Recount Text**

"The purpose of recount text is to entertain or inform the readers." The purpose of recount text is to entertain and inform readers. The purpose of communication from a recount text is to tell an experience or event that occurred in the past with the aim of entertaining and informing the reader.

#### **2. Generic Structure Recount Text**

Just like other English texts, Recount text also has an arrangement or structure. The Generic Structure recount text consists of:

- 1) Orientation: tells about background information about who, where,

when the event or event occurred.

- 2) Events: tells of an event that occurs after it is told in chronological order.
- 3) Reorientation: contains a summary or conclusion of all events. In this section also contains opinions or impressions of the author of the incident told.

*Example of Recount Text*

**Vacation to The Beach**

**Orientation:**

Last week, I and my friends went to the beach after school. We used public transportation. We reached the beach at 4 p.m. The beach was beautiful and clean.

**Events:**

At the beach, it was fun. We played football in the coast line. After that, we built a castle from sand. In the night, we made bonfire together. We roasted fishes and quick then we ate them. In the midnight, it was time to share our scary stories. One by one, we told our story.

**Reorientation:**

At the morning, we went home. It was a moment i never forgot.

E. **Metode** : Reciprocal Teaching method

F. **Media** : Computer, Hp, gambar dan Power Point Presentation.

**G. Sumber :**

Internet, Developing English Competencies 1: for Senior High School  
(SMA/MA) grade X.

**H. Langkah-langkah Pembelajaran :**

<b>Kegiatan</b>	<b>Deskriptif kegiatan</b>	<b>Alokasi waktu</b>
Pendahuluan	<ol style="list-style-type: none"><li>1. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)</li><li>2. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)</li><li>3. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter.</li><li>4. Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD</li><li>5. Tanya jawab tentang material yang menjadi latar belakang pembahasan materi.</li><li>6. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai oleh siswa</li></ol>	10 Menit

Inti	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan /kejadianb/peristiwa yang diberikan/ diperdengarkan guru.</li> <li>2. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>3. Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount</li> </ol> <p>Mempertanyakan (questioning).</p> <ol style="list-style-type: none"> <li>4. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>5. Siswa mempertanyakan kosakata baru yang terdapat dalam contoh text recount.</li> <li>6. Siswa mempertanyakan guiding question untuk membuat text recount</li> </ol>	70 Menit
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	<p>7. Siswa mempertanyakan fungsi guiding question untuk membuat text recount</p> <p><b>Mengeksplorasi</b></p> <ol style="list-style-type: none"> <li>1. Siswa mencari beberapa text recount dari berbagai sumber.</li> <li>2. siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>3. Siswa berlatih menyusun kalimat-kalimat yang diberikan recount text.</li> </ol> <p><b>Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Secara berpasangan siswa saling menganalisis teks recount tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.</li> <li>2. Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ol>	
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<p>Penutup</p>	<p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Siswa menulis kosakata baru dalam contoh text recount</li> <li>2. Siswa menuliskan kosakata baru.</li> <li>3. Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;</li> <li>4. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;</li> <li>5. Memberikan umpan balik terhadap proses dan hasil pembelajaran;</li> <li>6. Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;</li> <li>7. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ol>	<p>10 Menit</p>
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**Penilaian :**

1. Penilaian sikap spiritual dan social
  - a. Instrumen penilaian sikap spiritual (lembar pengamatan terlampir)
  - b. Instrumen penilaian sikap sosial (lembar pengamatan terlampir)
2. Penilaian pengetahuan dilakukan dengan : Tes awal dan tes akhir (soal terlampir).

### Instrument Rubric

No	Aspect of writing	Score	Criteria
1.	Content	5	Complete, provide complete supporting details, relevant and easy to understand.
		4	Complete, provide almost complete supporting details, relevant to the topic and easy to understand.
		3	Complete, provide fairly complete supporting details, relevant to the topic and fairly understand.
		2	Complete, provide less complete supporting details, relevant to the topic and little bit understand.
		1	Not complete, quite relevant the topic and quite easy to understand.
2.	Organization	5	Well organized and utilized effective use of connector.
		4	Fairly well organize and utilize effective use of connector.
		3	Loosely organized, main clear idea logical but complete connector.
		2	Not quite organized and lack of

			connector.
		1	Lack of organized and does not utilized any connector.
3	Vocabulary	5 4 3 2 1	Effective choice of words and words forms. Effective choice of words and some misuse words forms. Adequate choice of words but some misuse words forms. Limited range, confusing use words and words Very limited range, very poor knowledge of words and words forms.
4	Grammar	5 4 3 2 1	No errors in the use of grammar, pronoun and other aspect of grammar. Few errors in use of grammar, pronoun and other aspect of grammar. Some errors in the use of grammar, pronoun and other aspect of grammar. Many errors in the use of grammar, pronoun and other aspect of grammar. No mastery of grammar, pronoun and other aspect of grammar dominated by errors in the use of grammar, pronoun and other aspect of grammar.
5	Mechanics	5	Mastery of spelling, punctuation and

			capitalization.
		4	Few errors in spelling, punctuation and capitalization.
		3	Fair number of spelling, punctuation and capitalization.
		2	Frequent error in mastery of spelling, punctuation and capitalization.
		1	No control over mastery of spelling, punctuation and capitalization.

## **RESEARCH INSTRUMENTS**

Name :

No. Absent :

Class :

Written Test :

Title : My Trip My Adventure

### **Questions!**

Orientation:

1. What is your activity in the holiday?
2. Where did your trip in the holiday?
3. When did you start your trip?
4. With whom did you go?
5. What were the preparations for the trip?

Events:

6. How many days your trip?
7. How did you go there?
8. What was the activity in your trip?
9. What did you see in your trip?
10. How did you eat in your trip?
11. What was the funny activity in your trip?
12. What happen next?

Re-orientation:

- 13. What did you feel during your trip?
- 14. What did you get from your trip?
- 15. What was the next destination in your trip?

Make a recount text by answering the questions above!

“My Trip My Adventure”

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### STUDENT LEARNING OUTCOMES TEST SCORES

NO	Kelas Experiment XA	
	Pre-Test	Post-Test
1	55	70
2	55	75
3	65	80
4	55	85
5	55	80
6	60	65
7	55	80
8	55	65
9	55	85
10	45	55
11	50	80
12	65	60
13	60	80
14	70	90
15	70	85
16	65	65
17	60	75
18	50	70
19	65	75
20	65	80
21	60	85
22	50	90
23	55	85
24	70	75
25	45	85
26	65	60
27	45	75
28	65	75
29	60	85
30	75	90
31	60	90
32	60	85

**DATA ANALYSIS DESCRIPTIVE AND  
INFERENCEAL STATISTICS**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperiment	32	45	75	58.91	7.697
Post-test Eksperiment	32	55	90	77.50	9.588
Valid N (listwise)	32				



## AUTHENTIC STUDENT ASSESSMENT

### 1. Teknik penilaian\*

No	Aspek yang dinilai	Kriteria	Score 1-5
1	Pengucapan ( <i>Pronunciation</i> )	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
2	Intonasi ( <i>Intonation</i> )	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
3	Kelancaram	Sangat lancar	5

	(fluency)	Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan Makna (Accuracy)	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

## 2. Skor penilaian :

Berikut ini adalah skala penilaian menurut permendikbud Nomor 104 tahun 2014 tentang penilaian hasil belajar oleh pendidik pada pendidikan dasar dan pendidikan menengah.

No	Rentang angka	Huruf
1	Sangat baik (A)	86-100
2	Baik (B)	71-85
3	Cukup (C)	56-70
4	Kurang	≤ 55

(Permendikbud Nomor 104 tahun 2014)

NAMA	post - pre	max-pre	n(g)
Darmawati	15	45	0,33
Indah Wardani	20	45	0,44
Mawar	15	35	0,43
Mutmainnah Muhlis	30	45	0,67
Nur Afifah Aliyah Rizqi	25	45	0,56
Nur Sinta	5	40	0,13
Rahmatia	25	45	0,56
Ratna	10	45	0,22
Rika	30	45	0,67
Rezki Amaliah	10	55	0,18
Reza Milanda	30	50	0,60
Rusmi Damayanti	-5	35	-0,14
St. Fatimah	20	40	0,50
Sri Nurhawa	20	30	0,67
Andika Saputra	15	30	0,50
Fahrul Ulum	0	35	0,00
Fudail	15	40	0,38
Haikal	20	50	0,40
Muh. Reski Febriawan	10	35	0,29
Muh. Fajri	15	35	0,43
Muh. Fadly Abdullah	25	40	0,63
Muh. Fikram	40	50	0,80
Muh. Darwis	30	45	0,67
Muhammad Irfan	5	30	0,17
M.Asry Nur	40	55	0,73
Riski	-5	35	-0,14
Safa Handy Zam	30	55	0,55
Wahyu Ramadhan	10	35	0,29
Muhammad Sirat	25	40	0,63
Amanda	15	25	0,60
Abdi Rahman Majid	30	40	0,75
Rifqi Ramadhan	25	40	0,63
MIN	-5	30	-0,14
MAX	40	55	0,80
MEAN	18,6	41,8	0,43
MEDIAN	27,5	50	0,53
STDEV	12,5	5	0,20
VARIANSI	0	0	0,00

ABSEN SISWA KELAS X A

NO	NAMA	NISN	PERTEMUAN				
			1	2	3	4	5
1	Darmawati	1103					
2	Indah Wardani	1607					
3	Mawar	0965					
4	Mutmainnah Muhlis	3799					
5	Nur Afifah Aliyah Rizqi	5729					
6	Nur Sinta	2165					
7	Rahmatia	3803					
8	Ratna	9986					
9	Rika	0447					
10	Rezki Amaliah	5367					
11	Reza Milanda						
12	Rusmi Damayanti	2163					
13	St. Fatimah	9984					
14	Sri Nurhawa	3505					
15	Andika Saputra	9255					
16	Fahrul Ulum	3790					
17	Fudail	2177					
18	Haikal	8435					
19	Muh. Reski Febriawan	9420					
20	Muh. Fajri	9808					
21	Muh. Fadly Abdullah	9014					
22	Muh. Fikram	0237					
23	Muh. Darwis	7192					
24	Muhammad Irfan	7842					
25	M.Asry Nur	7993					
26	Riski	7593					
27	Safa Handy Zam	3789					
28	Wahyu Ramadhan	9840					
29	Muhammad Sirat						
30	Amanda						
31	Abdi Rahman Majid						
32	Rifqi Ramadhan						

## RESEARCH SCHEDULE

No	Activities	Year						
		Month						
		Nov	Dec	March	Apr	May	Jun	Jul
1	Research Preparation Stage							
	1. Preparation and Submission of titles							
	2. Submission of Proposal							
	3. Research Permission							
2	Implementation Phase							
	1. Data Collecting							
	2. Data Analysis							
3	the stage of preparing the report year month							

**LEMBAR VALIDASI**  
**TES HASIL BELAJAR**

**A. Petunjuk**

Dalam rangka pelaksanaan penelitian dengan judul “**Implementation of reciprocal teaching method to improve students’ reading comprehension at ten grade of madrasa aliyah. Belang-belang**”, peneliti mengembangkan tes hasil belajar. Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi tes hasil belajar yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

**B. Skala Penilaian**

- 1 = Tidak valid
- 2 = Kurang valid
- 3 = Valid
- 4 = Sangat valid

### C. Penilaian

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	<b>Isi</b>				
	a. Kesesuaian soal dengan kompetensi dasar (KD)			V	
	b. Kejelasan perumusan petunjuk pengerjaan soal			V	
	c. Kejelasan maksud soal			V	
	d. Pedoman penskoran dinyatakan dengan jelas			V	
	e. Jawaban soal jelas			V	
	f. Kesesuaian waktu pengerjaan soal			V	
2.	<b>Bahasa</b>				
	a. Menggunakan bahasa yang sesuai dengan kaidah Bahasa Indonesia yang benar			V	
	b. Menggunakan bahasa yang komunikatif dan struktur kalimat yang sesuai dengan taraf berpikir dan kemampuan membaca serta usia siswa			V	
	c. Menggunakan tulisan, ejaan, dan tanda baca yang sesuai dengan pedoman umum Bahasa Indonesia			V	
	d. Menggunakan istilah-istilah yang tepat dan mudah dipahami siswa			V	
	e. Menggunakan arahan dan petunjuk yang jelas, sehingga tidak menimbulkan penafsiran ganda			V	

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

a. Tes hasil belajar ini:

1. Sangat kurang
2. Kurang
3. Baik
4. Baik sekali

b. Tes hasil belajar ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan revisi banyak
3. Dapat digunakan dengan revisi sedikit
4. Dapat digunakan tanpa revisi

Makassar, 15 juni 2020

Validator



**(Dr. Hj. Suhartina R., M. Hum.)**



## LEMBAR VALIDASI

### LEMBAR OBSERVASI KEGIATAN SISWA

#### A. Petunjuk

Dalam rangka pelaksanaan penelitian dengan judul “**Implementation Of Reciprocal Teaching Method To Improve Students’ Reading Comprehension At Ten Grade of Madrasa Aliyah. Belang-Belang**”, peneliti mengembangkan lembar observasi kegiatan siswa terhadap penggunaan software Geogebra dalam Pembelajaran Matematika. Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi lembar observasi kegiatan siswa yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

#### B. Skala Penilaian

- 1 = Tidak valid
- 2 = Kurang valid
- 3 = Valid

4 = Sangat valid

### C. Penilaian

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	<b>Petunjuk</b>				
	a. Petunjuk pelaksanaan pengamatan cukup jelas			v	
	b. Kalimat tidak menimbulkan penafsiran ganda			v	
2	<b>Isi</b>				
	a. Mendengarkan/ memperhatikan penjelasan guru			v	
	b. Membaca/memahami dan menyelesaikan soal secara individu dalam buku ajar			v	
	c. Mengajukan/menjawab pertanyaan dari guru			v	
	d. Mengemukakan pendapat/ mengajukan pertanyaan			v	
	e. Mengerjakan tugas yang diberikan secara individu/ merangkum materi pelajaran			v	
3.	<b>Bahasa</b>				
	a. Menggunakan bahasa yang sesuai dengan kaidah Bahasa Indonesia yang benar			v	
	b. Menggunakan bahasa yang sederhana dan mudah dipahami			v	
	c. Menggunakan istilah (kata-kata) yang dikenal pengamat			v	

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

a. Lembar observasi kegiatan siswa ini:

1. Sangat kurang
2. Kurang
3. Baik
4. Baik sekali

b. Lembar observasi kegiatan siswa ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan revisi banyak
3. Dapat digunakan dengan revisi sedikit
4. Dapat digunakan tanpa revisi

Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada naskah.

Makassar, 15 Juni 2020

Validator



**(Dr. Hj. Suhartina R., M. Hum.)**



**YAYASAN PEMBINAAN UMMAT NURUL A'FWI**

**MADRASAH ALIYAH (MA) BELANG-BELANG**

Alamat : Belang-Belang Kel. Maccini Baji Kec. Lau Kab. Maros. Tlp. 085398935031, 085255628466

**SURAT KETERANGAN PENELITIAN**

No: 083/YPU-NA MA-BL/KP.06/2020

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah (MA) Belang-Belang menerangkan bahwa :

Nama : NURLINDA  
NIM : 16 88203 004  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris

Benar telah mengadakan penelitian dalam rangka penulisan Skripsi (S.1) Keguruan dan Ilmu Pendidikan pada Universitas Muslim Maros (UMMA) Kabupaten Maros, dari Tanggal 15 Mei s/d 10 Juni 2020 dengan judul :

**Implementation of Reciprocal Teaching Method To Improve Students Reading Comprehension at X Grade of Madrasah Aliyah Belang-Belang**

Kepada yang bersangkutan diharapkan menyeter 1 eksamplar skripsi kepada Madrasah sebagai koleksi dan dokumentasi perpustakaan MA Belang-Belang.

Demikian Surat Keterangan ini diberikan untuk digunakan sebagaimana mestinya



Maros, 12 Juni 2020  
Kepala,

Nurwahidah, S.Pd.I  
Nip. 197711112007102001



**YAYASAN PEMBINAAN UMMAT NURUL A'FWI**

**MADRASAH ALIYAH (MA) BELANG-BELANG**

Alamat : Belang-Belang Kel. Maccini Baji Kec. Lau Kab. Maros, Tlp. 085398935031, 085255628466

**SURAT IZIN PENELITIAN**

No: 058/YPU-NA/MA-BL/KP.V/2020

Berdasarkan Surat dari Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Muslim Maros Kabupaten Maros, Nomor: 1319.LPPM-U/MMA.V/2020, Tanggal 14 Mei 2020 perihal: Permohonan Rekomendasi Izin Penelitian pada MA Belang-Belang, maka dengan ini Kepala Madrasah Aliyah (MA) Belang-Belang Kab. Maros, Memberikan izin kepada:

Nama : NURLINDA  
NIM : 16 88203 004  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan Penelitian dalam rangka penulisan Skripsi (S.1) sebagai salah satu syarat penyelesaian studi dengan judul "**Implementation of Reciprocal Teaching Method To Improve Students Reading Comprehension at X Grade of Madrasah Aliyah Belang-Belang**" mulai tanggal 15 Mei s.d 10 Juni 2020.

Demikian Surat izin penelitian ini diberikan untuk digunakan sebagaimana mestinya



Maros, 15 Mei 2020

Kepala,

Nurwahidah, S.Pd.I

Nip. 197711112007102001

## CURRICULUM VITAE



NUR LINDA. The Researcher's name is Nur Linda. He was born in Maros on July, 15th, 1997. He is the fourth child from six siblings of Mr. Usman and Mrs. Habasyah. His education background, when Elementary School he was school at SDN 160 INPRES Lemo-Lemo and graduated in 2010. He continued his study at MTSN Maros Baru and graduated in 2013. Then, in 2013 he studied at MA. Darussalam Barandasi and he graduated from that school in 2016. In 2016, he was accepted to be student in English Education Study Program of Teacher Training Faculty at University of Muslim Maros. In 2020, he finished his research paper entitled "Implementation of Reciprocal Teaching Method to Improve Students' Reading Comprehension at X Grade of Madrasah Aliyah Belang-Belang.