

**THE EFFECTIVENESS OF USING RECIPROCAL TEACHING
TECHNIQUE TO IMPROVE READING COMPREHENSION
AT MTS SATU ATAP DATOK SULAIMAN PALOPO**

A Thesis

*Submitted to Fulfill the Requirement for a Bachelor of Education Degree (S.Pd)
in English Language Education Study Program of Education and Teacher
Training Faculty of State Islamic Institute of Palopo*



Composed by:

ANNISA GITA MULYANI

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
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2023**

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THESIS APPROVAL

This thesis entitled *The Effectiveness of Using Reciprocal Teaching Technique to Improve Reading Comprehension at MTS. Satu Atap Datok Sulaiman Palopo*, which is written by Annisa Gita Mulyani, Reg. Num 1902020081, English Language Education Study Program, Education and Teacher Training Faculty, State Islamic Institute of Palopo, and has been examined and defended in Munaqasyah session which is carried out on Tuesday, August 22nd 2023. Coincided with Safar 5th 1445 H. It is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program (S.Pd).

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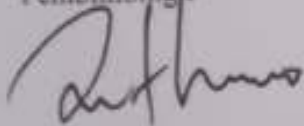
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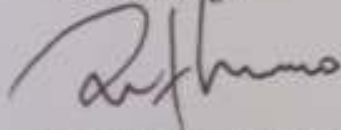
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The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher will accept suggestions from the readers to improve it. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher, hopefully, Allah SWT, will bless all who have helped the researcher, and the researcher hopes this thesis can be helpful and contribute positively to readers and others.



Palopo, 8 June 2023

Annisa Gita Mulyani
NIM: 19 0202 0081

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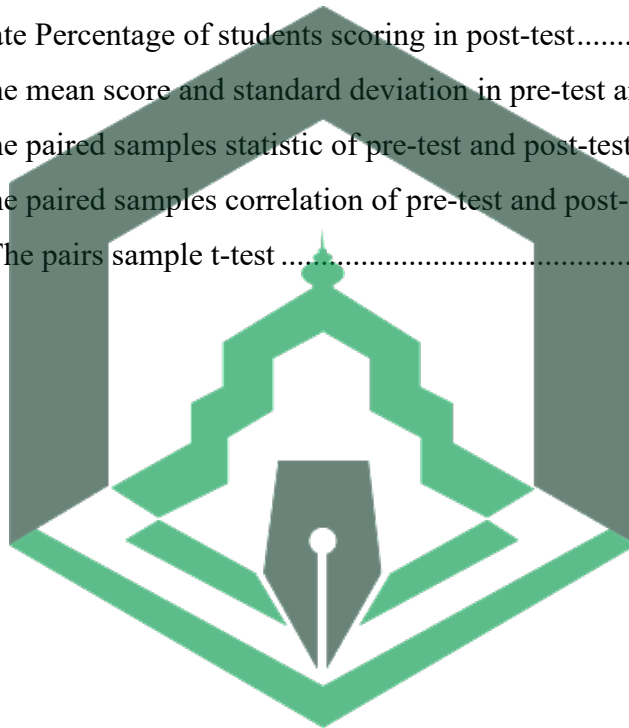
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ABSTRACT

Annisa Gita Mulyani, 2023. *"The Effectiveness of Using Reciprocal Teaching Technique to Improve Reading Comprehension at MTS Satu Atap Datok Sulaiman Palopo"* . Thesis of the English Language Education Study Program, Education and Teacher Training Faculty of State Islamic Institute of Palopo Supervised by Masruddin S.S.,M.Hum, and Rusdiansyah S.Pd.,M.Hum.

This research aims to determine the effectiveness of using reciprocal teaching technique to improve reading comprehension at MTS satu atap datok sulaiman palopo. This study applied the pre-experimental research design focusing on one group's pre-test and post-test design. The population of this research was all of the students in the eleventh grade of MTS satu atap datok sulaiman palopo, which compared 58 students divided into three classes. The sample was taken by using a random sampling technique, which consists of 18 students. While the research instrument used was a reading test. The data were analyzed using Paired Sample T-test and calculated with SPSS 22. The results of this research showed the mean score on Post-Test (71.50), was higher than the Pre-Test (53.22). The value of data analysis, t_{count} (6.261) while the t_{table} for the standard of significance level 0,05 (5%) on df (degree of freedom) value 17 was 2.110. It means the data stated that the value of t_{count} is higher than the value of t_{table} . On the other hand, hypothesis alternative (H_1) was accepted, and hypothesis null (H_0) was rejected. It can be concluded that using Reciprocal Teaching Technique is effective in teaching Narrative text to increase students' Reading skill.

Keywords: Narrative text, Reading skill, Reciprocal teaching technique.

CHAPTER I

INTRODUCTION

A. Background

Reading Comprehension is an important aspect of language learning, especially English as a second or foreign language.¹ Reading comprehension is an important subject of study because reading is one of the factors that can make students successful in their studies depending on their greatest part of reading ability. Reading is a process of getting the message conveyed by the author through the media in the form of words or written language.² Reading comprehension is an attempt to understand, evaluate, and also recognize the author's idea of reading text. Reading comprehension is the ability to understand the material given by others and to catch the content of the message or information of the text. Patel and Jain state that reading is the most useful and important skill for people, this skill is more important than speaking and writing.³

According to Rivers, the most important activity in any language class is reading.⁴ In other words, reading is not only a source of information and fun activity but also a means of strengthening language skills. Reading activities provide students with many benefits, including getting information, pleasure, and

¹ Duquette, L. "The Role of Reading Comprehension in Language Learning". *TESL Canada Journal*, 34(1), (2017) 1-15.

² Pardo-Ballester, C., & Rodriguez Valls, F. *Reading Strategies in Foreign Language Comprehension and Memory: A Cognitive Approach*. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, (10), (2008) 91-104.

³ Patel, M. F. & Jain, P. M. *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrice Publishers (2008).

⁴ Rivers. *Teaching Foreign Language Skill*. (Cambridge: Cambridge University Press. 1968).

knowledge. Given the importance of reading, students should prepare their skills as early as possible so that they become accustomed to understanding what they read in their daily lives.

The students usually have different levels of English reading comprehension. Therefore, teachers should think about how to direct the attention of the students and choose interesting strategies for teaching reading. Grabe and Stoller state that when students learn to read they need to be taught how to use specific strategies to understand the text.⁵ There are many options to make the teaching and learning process interesting. Same with reading, to improve reading comprehension students there are many strategies.

Based on interviews with an English teacher of MTS Satu Atap Datok Sulaiman Palopo, the ability of students to learn English is still low. Most of the students also think that English is a language hard to learn. Students become lazy to read and students just read the text but they do not understand what the topic means. Students have a lack of vocabulary. So they cannot answer or understand the other various text given by their teacher. It makes students become lack knowledge. English learning methods also play an important role in the teaching and learning process. In this case, the students had difficulty identifying the main idea and supporting the idea of the text.⁶

One of the strategies used in the classroom context is reciprocal teaching technique. It was introduced by Palinscar and Brown, who said that the reciprocal

5 Grabe, William and Stoller, Fredericka. *Teaching and Researching Reading*. (Britain: Pearson, Education, 2002).

6 Interviewe with an English teacher of MTS Satu Atap Datok Sulaiman Palopo, 24 February 2023.

teaching technique had a significant effect on learners' reading proficiency.⁷ The reciprocal teaching technique is the approach used in reading learning that involves active interaction between teachers and students. In this technique, students excel as teachers by applying small-group concepts about the text being read.⁸ It is a strategy in which the teachers explain and teach four reading strategies explicitly namely prediction, clarification, questioning, and summarizing. The purpose of the reciprocal teaching technique is to actively engage students in the process of learning to read, improve their understanding, and develop critical thinking skills.

Hacker and Tenant stated that by using the Reciprocal teaching technique the students maintain their discussion longer and more seriously, were more active in their reading, and were provided with good models for summarizing, clarifying, predicting, and questioning.⁹ According to Effendi reciprocal teaching technique has advantages namely: (1) students learn by understanding; (2) students do not easily forget; (3) students learn independently; (4) students are motivated to learn.¹⁰ Based on the backgrounds above, to improve the reading comprehension of the students, the researcher decided to conduct pre-experimental research entitled “The Effectiveness of Using Reciprocal Teaching Technique to Improve Reading Comprehension at MTS Satu Atap Datok Sulaiman Palopo”.

7 Palincsar, A. S., & Brown, A. L. “Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities.” *Cognition and Instruction*, 2 (1984)., 117–175.

8 Rosenshine, B., Meister, C., & Chapman, S. Teaching students to generate questions: A review of the intervention studies. *Review of Educational Research*, 66(2), (1996) 181-221.

9 Hacker Tenent, “Reciprocal Teaching for Reading Comprehension in Higher Education” *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra* 2, no. 1 (2020): 45–54.

10 Effendi, N. Pendekatan Pengajaran Reciprocal Teaching Berpotensi Meningkatkan Ketuntasan Hasil Belajar Biologi Siswa SMA. *Jurnal Pendidikan*. Vol.2 no.1 (2021).

B. Problem Statement

Based on the background of the researcher the problem statement of the research is: is the use of reciprocal teaching technique effective to improve reading comprehension at MTS Satu Atap Datok Sulaiman Palopo?

C. The objective of the research

Related to the question above, the objective of the research is to find out whether the use of reciprocal teaching techniques is effective to improve reading comprehension at MTS Satu Atap Datok Sulaiman Palopo.

D. Significance of the research

There are two, significance of the research that is:

1. Theoretically

This research used the information for people who wanted to learn more about the effectiveness of using reciprocal teaching techniques to improve reading comprehension at MTS Satu Atap Datok Sulaiman Palopo.

2. Practically

a) For students

The result of this research hopefully can be used to improve students' reading comprehension of English textbooks and it is hoped that students will acquire the habit of reading English text.

b) For Teacher

The result of this research hopefully can be used by teachers as a starting point to improve reading comprehension and improve students reading performance.

c) For other researchers

The results of this research can be a reference for other researchers to conduct further research on improving reading comprehension using reciprocal teaching techniques.

E. Scope of the research

The research only focuses on the effectiveness of using reciprocal teaching techniques to improve reading comprehension at MTS Satu Atap Datok Sulaiman Palopo. The reading covers two components, namely the main idea and the supporting idea. The main idea is the central theme or the primary message that the author wants to convey through the story. It is the core concept around which the entire narrative revolves. The main idea is typically expressed in a single sentence and provides the reader with a clear understanding of the story's purpose or underlying meaning. Supporting ideas are secondary concepts or details that are used to enhance and reinforce the main idea. These supporting ideas provide evidence, examples, or explanations that help to develop and flesh out the central theme.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

This research, there is some previous research related to this research, they are as follows:

1. Beny Hamdani in his research entitled "*Teaching Reading through Reciprocal Teaching Method*". This research aims to investigate whether university students who are taught reading through reciprocal teaching methods achieve better reading ability than those who are taught through Direct Reading Thinking Activities. The design of this study is quasi-experimental. Based on this result, it can be concluded that the reciprocal teaching method can be used as an alternative method to teaching reading it also makes the university students more active in the teaching-learning process and can improve their ability as well.¹¹ The difference between the research and the previous research is the previous research applied a quasi-experimental design and conduct research at the university level while the researcher applied the pre-experimental research method and conduct research at the junior high school.

2. Satriani, Ahmad Munawir, Ummul Khair, and Nur Putriani in their research entitled "*The Impact of Using a Reciprocal teaching strategy on reading comprehension by prospective teachers*". The goal of this study was to improve

¹¹ Beny Hamdani, 'Teaching Reading Through Reciprocal Teaching Method', *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 7.1 (2020), 23 .

students' reading comprehension using a Reciprocal Teaching Strategy in the fourth semester of IAI As'adiyah Sengkang's English education. The researcher concluded that Reciprocal Teaching Strategy was appropriate in teaching reading comprehension at IAI As'adiyah Sengkang's fourth semester of English education. The reciprocal Teaching technique can be used as an alternative strategy in the teaching and learning process by English teachers and other scholars.¹² The difference between the research and the previous research is the previous research applied a quasi-experimental design and conduct research at the university level while the researcher applied the pre-experimental research method and conduct research at the junior high school.

3. Kinanatul Fajariyah and Evha Nazalatus in their research entitled "*The Effectiveness of Using Reciprocal Teaching Technique in Teaching Descriptive Text at Second Grade English Department of Madura University*" This study is aimed at finding the effectiveness of using Reciprocal Teaching in teaching descriptive text at the second grade English Department of Madura University. The data were analyzed using the t-test formula to determine the effectiveness of using reciprocal teaching. The results showed that the average value of the pre-test was 47.4 then after being given the reciprocal teaching technique, the students were given a post-test with an average score of 89.9. So, there is a significant difference between learning descriptive text not using a reciprocal teaching technique and

¹² Satriani, et.al, "The Impact of Using a Reciprocal teaching strategy on reading comprehension by prospective teachers" *Indonesian Journal of Research and Education Review*, no 2 (2022) 169-175.

descriptive text learning using a reciprocal teaching technique.¹³ The difference between the research and the previous research is the previous use of Descriptive text while the researcher used Narrative text.

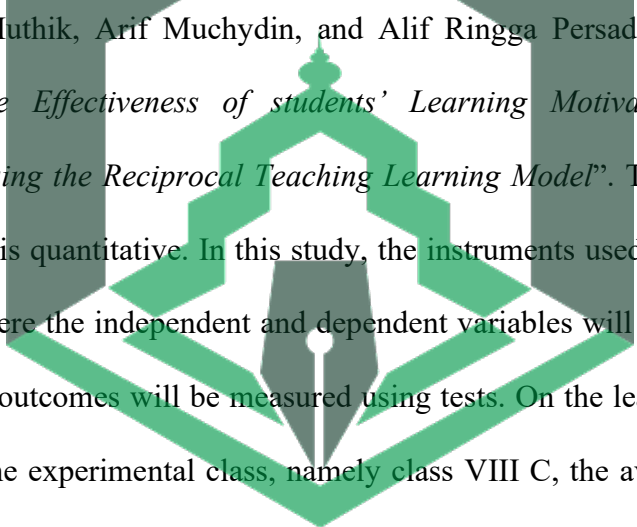
4. Raisa Ainaa in her research entitled “*The effect of reciprocal teaching strategy towards the students’ reading comprehension at senior high school 1 lhokseumawe*” This research is based on a quantitative analysis with a quasi-experimental design. The objective of this study is to find out whether Reciprocal Teaching Strategy has a significant effect on the students’ reading comprehension in the third grade of senior high school. Based on the data t observed value is 2.40 which is higher than the ttable at the significant level of 0.05 ($2.40 > 1.67$). It can be concluded that Reciprocal Teaching Strategy has a significant effect on the students’ reading comprehension because the result showed that the alternative hypothesis (H_a) is accepted and H_0 is rejected.¹⁴ The difference between the research and the previous research is the previous research applied a quasi-experimental design and conduct research at the senior high school while the researcher applied the pre-experimental research method and conduct research at the junior high school.

5. Syaiful Islam in his research entitled “*Implementing Reciprocal Teaching Method in Improve the students reading comprehension ability*”. The research

13 Kinanatul Fajariyah and Evha Nazalatus “*The Effectiveness of Using Reciprocal Teaching Technique in Teaching Descriptive Text at Second Grade English Department*” The Ellite Of Unira 5, no 2 (2022) 14-21

14 Raisa Ainaa “*The effect of reciprocal teaching strategy towards the students’ reading comprehension at senior high school 1 lhokseumawe*” Citapustaka Media (2020)

employed a collaborative classroom action research design in which the researcher and the collaborative teacher worked together in preparing a suitable procedure of reciprocal teaching method. The result of the research showed that the reciprocal teaching method in the teaching-learning of reading comprehension was effective in improving the student's reading comprehension.¹⁵ The difference between the research and the previous research is that previous research used a collaborative classroom action research design while the researcher used a pre-experimental research method.



6. Affiana Muthik, Arif Muchyidin, and Alif Ringga Persada in their research entitled “*The Effectiveness of students’ Learning Motivation on Learning Outcomes Using the Reciprocal Teaching Learning Model*”. The method used in this research is quantitative. In this study, the instruments used are questionnaires and tests, where the independent and dependent variables will use Questionnaires and learning outcomes will be measured using tests. On the learning outcomes of students in the experimental class, namely class VIII C, the average value of the class was 82.22. while in the control class, namely class VIII D, which uses conventional methods at the time of learning, the average score is 69,13. This Show that using reciprocal teaching-learning models can motivate students to

¹⁵ Syaiful Islam, ‘Implementing Reciprocal Teaching Method in Improve the Students’ Reading Comprehension Ability’, *ETERNAL (English, Teaching, Learning, and Research Journal)*, 6.1 (2020), 96.

learn and ultimately lead to improved learning outcomes.¹⁶ The difference between the research and the previous research is that previous research used an experiment research method while the researcher used a pre-experimental research method.

7. Puji Lestari, Listyaning Sumardiyani, and Maria Yosephin Widarti in their research entitled “*Reciprocal Teaching Technique to Improve Students Reading Comprehension*”. This research was experimental. This research was conducted using quantitative methods in processing the data and getting the results. The design used was quasi-experimental. Research results from SPSS showed the significance value is 0.02 or less than 0.05. This means the reading comprehension skills of students who studied using reciprocal teaching techniques differed with students who studied using reciprocal teaching techniques. This can be concluded that the reciprocal teaching technique approach is effective in improving students' reading comprehension skills.¹⁷ The difference between the research and the previous research is that previous research used an experimental research method while the researcher used a pre-experiment research method.

¹⁶ Affiana Muthik, Arif Muchyidin, and Alif Ringga Persada, “The Effectiveness Of Students’ Learning Motivation On Learning Outcomes Using The Reciprocal Teaching Learning Model,” *Journal of General Education and Humanities* 1, no. 1 (2022): 21–30, <https://doi.org/10.58421/gehu.v1i1.7>.

¹⁷ Puji Lestari, Listyaning Sumardiyani, and Maria Yosephin Widarti, “Reciprocal Teaching Technique to Improve Students ’ Reading Comprehension” 2, no. August (2022): 245–55.

From all the previous study most related to the research that researchers will do is from Kinanatul Fajariyah and Evha Nazalatus in their research entitled “*The Effectiveness of Using Reciprocal Teaching Technique in Teaching Descriptive Text at Second Grade English Department*”.¹⁸ Different from them, researcher conducted research at junior high school students as the sample when they had an elementary school, senior high school, and university. Then the researcher used pre-experimental design and previous research used classroom action research and quasi-experimental. The purpose of the research researching is to know whether there is any significant different effect on the students' reading comprehension before and after being taught by using reciprocal teaching technique.

B. Literature Review

1. Reading

a) Definition of reading

Reading is one of the important aspects of language skills to get a lot of information. Mastering reading will give many advantages to students. Reading is used to find the main points or most important things information.¹⁹ This is an attempt to understand the content of the text and understand the writer's message. From some overviews by the experts above, the writer thinks that reading is an active and interactive activity to produce the word and tried to understand the content of reading text.

¹⁸ Kinanatul Fajariyah and Evha Nazalatus “*The Effectiveness of Using Reciprocal Teaching Technique in Teaching Descriptive Text at Second Grade English Department*” *The Ellite Of Unira* 5, no 2 (2022) 14-21

¹⁹ S. Sukini, Nuri Ati Ningsih, and Dwi Rosita Sari, ‘The Effectof Using Reciprocal Teachingtowards Students’ *Reading Ability of Recount Text Inthe Eighth Grade of SMPN 1 Sine*, *English Teaching Journal : A Journal of English Literature, Language and Education*, 6.1 (2019), 38.

According to Tarigan, reading is a process carried out and used by a reader to acquire a message which is conveyed by a writer through words that could be seen and known by the reader.²⁰ In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret words.

According to Gibbons, reading is the process of acquiring meaning from a text. Reading activity is not just a passive and respectful activity but requires the reader to actively think.²¹ To derive meaning from the text, the reader must include the background of his “field” of knowledge, the topic, and an understanding of the language system itself. Without these things, a piece of paper means nothing to the reader.

b) Definition of Comprehension

Grabe states that comprehension is the process when readers dig and relate information from the text with what they already have known.²² Comprehension refers to the ability to understand and grasp the meaning of written or spoken language. It involves the process of making sense of information, ideas, and concepts conveyed through text or speech. Comprehension is a fundamental aspect of reading, listening, and effective communication.

²⁰ Tarigan, H.G. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung. Angkasa (2008).

²¹ Gibbons. *Learning to Learn in a Second Language*. Australia: Heinemann Portsmouth NH (1993).

²² Grabe, W. *Reading a Second Language: Moving from Theory to Practice*. (New York: Cambridge University Press 2009).

c) Definition of Reading Comprehension

According to Olson and Diller, what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in written material.²³ This statement is supported by Harris and Sipay, who says that reading comprehension is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of text.²⁴ Based on the explanation above, it can conclude that reading comprehension is the understanding of the text read. Reading comprehension is essentially determining primary and secondary ideas.

d) The Process of Reading Comprehension

The process of reading comprehension involves several stages that readers go through to understand and make meaning from a written text.²⁵ It's important to note that reading comprehension is an active process that requires engagement and interaction with the text. Here's an overview of the typical process of reading comprehension:

1. Pre-reading: Before delving into the text, readers often engage in pre-reading activities. This includes previewing the text, looking at headings, subheadings, and any visual aids like images or charts. Pre-reading helps activate prior knowledge on the topic and set the reader's expectations for what they are about to read.

23 Olson, J.P and M.H Diller. *Learning to Teach Reading in Elementary School*. (London. MacMillan Publishing Company 1982).

24.Harris and Edward R Sipay. *How to Increase Reading Ability a Guide to Developmental and Remedial Methods*.(London: The Alpine Press, 1985).

25 Grover, J.H. "A Guide to Curriculum Planning in Reading." Madison : Wisconsin Department of Public Instruction (2019)

2. Reading: During this stage, readers actively read the text word by word and sentence by sentence. They decode the words and construct meaning from the language presented in the text. While reading, readers should be attentive and focused on understanding the main ideas and key points.

3. Understanding main ideas: Identifying the main idea of the text is crucial for comprehension. The main idea represents the central theme or message that the author wants to convey. Readers must identify the main idea to understand the purpose of the text and its overarching concept.

4. Making inferences: Inferences involve using clues and information provided in the text, combined with the reader's prior knowledge, to draw conclusions or make predictions about information that may not be explicitly stated.

5. Understanding details and supporting ideas: Beyond the main idea, readers need to grasp the supporting details and ideas that contribute to the overall meaning of the text. These details provide context and depth to the main idea.

6. Monitoring comprehension: Skilled readers continuously monitor their understanding while reading. They ask themselves questions about the text, make connections to their own experiences, and identify parts of the text where they may be confused or need to re-read for clarity.

7. Summarizing: After reading, it's helpful to summarize the main points and key details of the text in your own words. Summarizing aids in consolidating information and checking one's comprehension of the material.

8. Reflecting and responding: Engaging with the text on a deeper level involves reflecting on its content and responding to it. This can include sharing thoughts, opinions, and insights, or relating the text to personal experiences.

The process of reading comprehension is not linear, and readers may go back and forth between the different stages as they work to fully understand the text. It's a skill that develops with practice, exposure to a variety of texts, and active engagement with reading materials.

e) Types of Reading

Reading is a complex skill that can be categorized into different types based on the purpose and the level of understanding required. According to Patel and Jain²⁶ here are some common types of reading:

1. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves the recognition of text organization and the second involves strategies such as linguistics, schematics, and metacognitive strategies.

2. Extensive Reading

Extensive reading refers to reading the students often (but not exclusively) out of the classroom. They may read a novel, web pages, newspapers, magazines,

²⁶ Patel, M. F. & Jain, Praveen M. *English Language Teaching*. (Jaipur: Sunrise Publisher & Distributors. 2008).

or other reference material. Furthermore, this type of literature (short stories, novels, magazines, and newspaper articles) is usually a private matter. Extensive reading should involve reading for pleasure.

3. Aloud Reading

Reading aloud is a fundamental form of classroom organization and discipline. When reading aloud, students are faced with written sentences that have never been spoken. The purpose of reading aloud is to achieve or improve a student's speaking ability and pronunciation.

4. Silent Reading

Silent reading is a very important skill in English Classes. This reading should be used to improve the reading comprehension of learners. Silent reading is done to get a lot of information. Silent reading allows students to read in complete silence without making sounds on their lips. It helps students read fast, easily, and fluently. It aids comprehension and expands the student's vocabulary.

f) Purpose of reading

The purpose of reading is to associate the ideas in the text with what you already know. Readers need to understand the topics they read to connect ideas. The purposes of reading include learning, being entertained, or furthering your understanding of something. Some of the advantages of reading include gaining a deeper understanding of a text, increasing reading comprehension, expanding your vocabulary, and improving your writing skills.

2. Reciprocal Teaching Technique

a) Definition of reciprocal teaching technique

According to Annemarie Sullivan Palinscar, Reciprocal teaching is a technique of teaching, instructional procedures through guided practice in its application, to improve students' text comprehension skills.²⁷ Reciprocal teaching techniques are designed to use cognitive strategies so that students are more independent, active, and creative. According to Boardman, the reciprocal teaching technique is developed to help students who can decode the language but have difficulty comprehending the text.²⁸ Based on the definitions, the reciprocal teaching technique is a model or method of teaching reading comprehension that allows students to share experiences and ideas that are relevant to their thought on the text they are reading.

Margareth states that reciprocal teaching is a cooperative strategy in which students learn to take on the role of "teacher". Students question, clarify challenges, summarize, and predict to monitor and improve their comprehension.²⁹ Further, she explains that this strategy is particularly helpful for English language learners because it is an interactive strategy that not only promotes comprehension monitoring and questioning generation but also helps connect pieces of information to the "whole". That one is suitable to the aim of this research where the whole information of the text needed to know. Based on

²⁷ Palinscar, Annemarie Sullivan, & Brown, A. L. *Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities*. (Cognition and Instruction, 1(2), 1984). 117–175.

²⁸ Klingner, J. K., Vaughn, S., & Boardman, A. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York, NY: The Guilford Press, 2007).

²⁹ Margaret Bouchard, *Comprehension Strategies for English Language Learners, (USA: Scholastic Inc., 2005), P. 95.*

that definition, reciprocal teaching means an activity consisting of two people or groups of people that are trained by the teacher to reach the goal or get some advantages. In other words, it can be said as a strategy that attempts to establish an interactive expanded dialog between teacher and students and among students themselves to reach the goal of learning.

b) Purpose of reciprocal teaching technique

The purpose of this strategy is to improve students' reading comprehension. The reciprocal teaching technique is characterized by collaborative use through the dialogue between the teacher and a group of students.³⁰ The purpose of Reciprocal Teaching is to help students become more skilled and independent readers by teaching them specific strategies for comprehending text and encouraging them to take an active role in their learning. Reciprocal teaching technique has several advantages, there are:

1. Reciprocal teaching technique helps better understand complex text in content areas. This leads them to greater knowledge of the topic, improved skills, and positive attitudes when extracting, organizing, and recording information.
2. Learners can also increase their self-confidence and motivation to read, improve leadership skills, enhance collaboration, and increase initiative.
3. Research studies and research studies show that implementing reciprocal teaching techniques significantly improves learners' ability to comprehend.

c) The strategy of reciprocal teaching technique

³⁰ Emi Sabbara, 'The Use of Using Reciprocal Teaching Technique in Reading Comprehension for Junior High School', *Pengembangan Profesionalisme Pendidik Untuk Membangun Karakter Anak Bangsa* (2016), 1–13.

Understanding how the procedure or step of reciprocal teaching technique is a significant point.³¹ In practice, the first teacher do is selecting the text, and then the teacher spells out the process or steps they will do, they are:

1. Prediction

In the beginning, the students and the teacher see the aspect of the story such as the title, introduction, and headings. After that, the teacher asks students to predict the text. Predictions provide a general rationale for reading to confirm or disconfirm self-generated hypotheses. In other words, the students find out or create hypotheses about the text they are reading.

2. Questioning

In this stage, the students read silently to find the main idea and identify the unclear part of this paragraph. After reading, they develop questions to convenience themselves or their understanding. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels.

3. Clarifying

In the next measure, students read silently to know about the main idea of the paragraph. Then the student formulates the unclear section of this paragraph. created questions with key information, topics, or ideas and use them as reader self-tests. Questions explore the text more deeply and prepare the context to ensure the construction of meaning. This means that after the students have read the text, ask them reading passage questions to check to understand.

³¹ Palincsar, A. S., & Brown, A. L. "Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities." *Cognition and Instruction*, 2 (1984)., 117–175.

4. Summarizing

The last step is for the students to try to find the important parts of the text. Summarizing can be based on a single paragraph, a section of the text, or an entire passage. Summarizing provides the driving force that provides the context for understanding the details of the text.

d) Implementation of reciprocal teaching technique

According to Klingner, Vaughn, and Boardman, the description of the implementation of the reciprocal teaching technique consist of five phases. As follows:³²

1. Teacher Demonstration

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

2. Direct instruction and guided practice

The teachers have each strategy in greater detail at one time in the lesson. The teacher explains how the strategy works while the student is reading the book. Teachers also support students with prompts and reminders as they try strategies. The teacher then gives feedback.

³² Klingner, J. K., Vaughn, S., & Boardman, A. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York, NY: The Guilford Press, 2007).

3. Teacher-students Group

The teacher lead discussions of the text in small groups, encourage students to use strategies, and provide support and feedback as needed. The teacher gradually allows students to work on their own as they become more capable.

4. Student-led Groups

Students lead a text discussion and encourage friends in the group to use the strategy. Students give feedback to their friends on strategy implementation. Meanwhile, the teacher will help as needed.

5. Students' independent use of the strategies

Students apply four strategies and monitor their understanding as they rewrite the text and self-direct the execution strategy. Students monitor their understanding. They also monitor and give feedback on their friends' comprehension through the discussion.

3. Narrative Text

a) Definition of Narrative Text

Narrative text is writing contains a sequence of events together with character and setting.³³ A narrative text is a type of writing that tells a story or recounts a sequence of events. Its primary purpose is to entertain, inform, or engage the reader by presenting a series of connected events, often involving characters, a setting, and a plot. Narratives can be fictional or based on real-life experiences.

³³ Bambang Yudi Cahyono, “*Teaching English by Using Various Text Types*”, (Malang: State University of Malang Press, (2019)

b) Kinds of Narrative Text

There are many kinds of narrative, based on Anderson's narrative text is divided into 5 there are:

1. Fairy tales are a genre of folk that includes elements of magic, magical folk, or supernatural.
2. Folk tales are stories that often animals, all through, or instead of humans as a main character.
3. Myths are stories about the origin of natural, and supernatural phenomena, human/superhuman characteristics, and the spiritual side of life.
4. Legends are a story that happens in the past even if it can be truth or just a story.
5. Fables are brief story that has a few characters in contain a moral and main always an animal.³⁴

c) Generic Structure of Narrative Text

The generic structure of narrative text consists of:

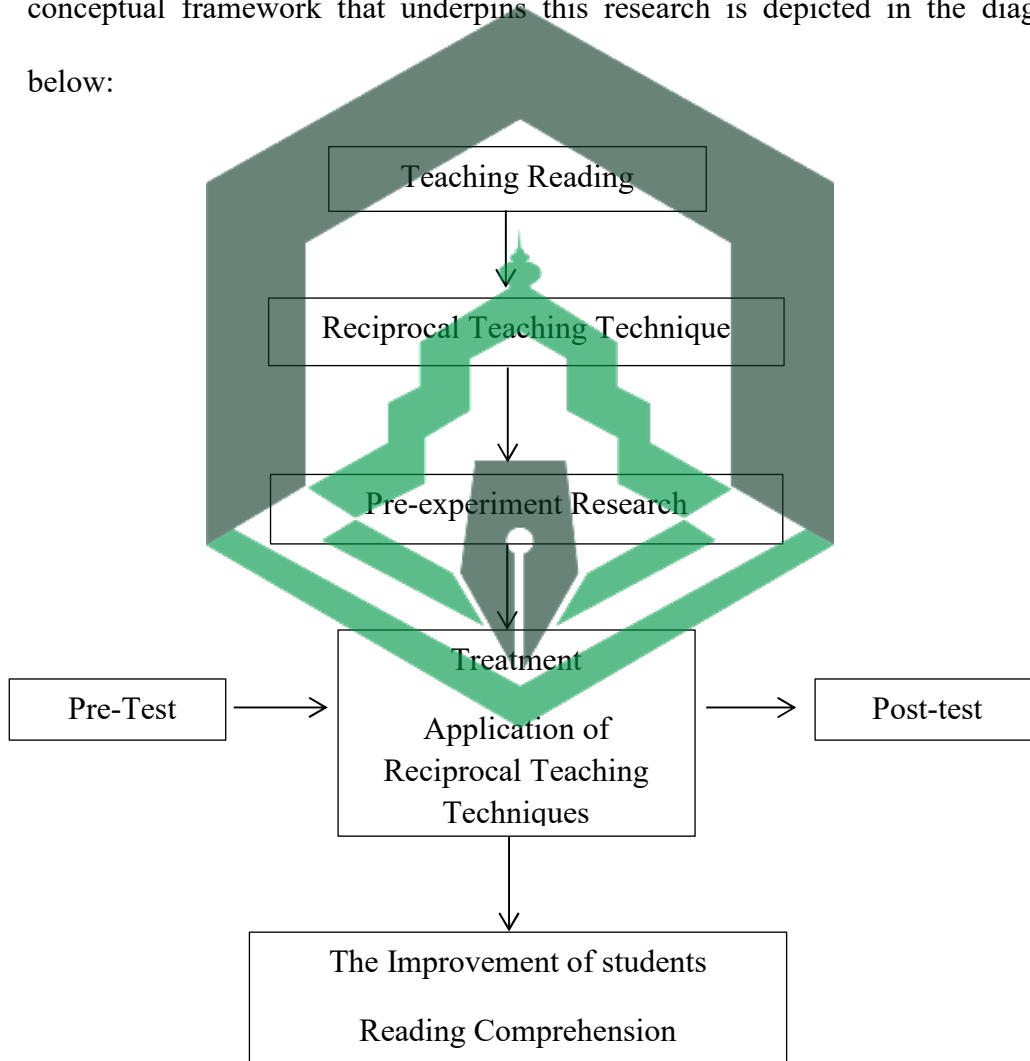
1. Orientation: the writer explains about characters such as name, place, time, and situation of the story.
2. Complication: in this part, the problem appears which is happening between the characters.
3. Resolution: the problem's over

³⁴ Anderson "*Text Types in English 1 & 2*". Melbourne: McMillan Education. (1997)

4. Re-orientation: in this part, the writer concluded what the story tells about.

C. Conceptual Framework

The conceptual framework describes what the researcher meant to do to conduct this research systematically. This study aims to determine the effectiveness of using reciprocal teaching techniques to improve reading comprehension in recount text at MTS Satu Atap Datok Sulaiman Palopo. The conceptual framework that underpins this research is depicted in the diagram below:



The conceptual framework above shows the research process in the teaching and learning process. In this research, the researcher used a reciprocal teaching

technique it was introduced by Palinscar and Brown, who said that the reciprocal teaching technique had a significant effect on learners' reading proficiency.³⁵ The reciprocal teaching technique is the approach used in reading learning that involves active interaction between teachers and students. The researcher used pre-test and post-tests to ensure students' reading comprehension. A pre-test is a test given to a student before treatment. Treatment is an action given to students to know the effect of the method was tasted. After giving treatment to students, the researchers gave a post-test to check the students' reading comprehension.

From the test results, the researcher can see whether students' reading comprehension increased after giving the treatment or there is no improvement and focus. The improvement of students' reading comprehension refers to the process and outcomes of enhancing students' ability to understand and interpret written texts effectively. Reading comprehension is a vital skill that enables students to extract meaning, analyze information, make connections, and draw conclusions from various types of texts, such as articles, stories, reports, and academic literature.

D. Hypothesis

H₀ = There is no significant improvement in students' reading comprehension after being taught by using reciprocal teaching techniques.

H₁ = There is a significant improvement in students' reading comprehension after being taught by using reciprocal teaching techniques.

³⁵ Palinscar, A. S., & Brown, A. L. "Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities." *Cognition and Instruction*, 2 (1984), 117–175.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The research method used a pre-experimental research method. It means that the researchers investigated the improvement of reading comprehension by using reciprocal teaching techniques. The purpose of this study is to find out if there were any significant improvements in students' reading comprehension after treatment. The design of this research used a group pre-test and post-test.

The design of this research is as follows:³⁶



Pre-test	Treatment	Post-test
O ₁	X	O ₂

Note:

O₁: Pre-test

X: Treatment (using reciprocal teaching technique)

O₂: Post-test

B. Time and place of the research

1. Time of the research

This research was started from 16 May until 16 June 2023

³⁶ Suharisimi. "Prosedur Penelitian - Suatu Pendekatan Praktek" Edisi Revisi, Jakarta: Rineka Ripta (2010).

2. Location of the research

The research was conducted at MTS Satu Atap Datok Sulaiman Palopo, which is located in Dr. Ratulangi street No. 16, Balandai, Bara District, Palopo City South Sulawesi Selatan.

C. The variable of the Research

In this research, there are two variables, namely:

1. The independent variable used in the reciprocal teaching technique
2. The dependent variable refers to the improvement in reading comprehension of the students.

D. Population and Sample

1. Population

The population in this research is the students in the second grade at MTS Satu Atap Datok Sulaiman Palopo. There are three classes and the total number of students in the second grade was 58 students.

2. Sample

The researcher applied a random sampling technique in the selection of research samples. The research sample was taken randomly because all classes were at MTs. Satu Atap Datok Sulaiman Palopo was homogeneous where all levels of students' English proficiency in all classes were equal. The sample for this research was students from class VIII B of MTS Satu Atap Datok Sulaiman Palopo consisting of 18 students.

E. Instrument of the Research

In this research, the researcher used a kind of instrument namely the reading test. It means that a test is an instrument given by the teacher which aims to identify the students' scores. This research instrument consisted of 10 multiple-choice questions and 5 essay questions. The tests given to students twice namely were pre-test and post-test. The pre-test is intended to know reading comprehension before treatment. Post-test intends to know the improvement of students' reading comprehension after giving treatment.

F. The procedure for Collecting Data

The most important part of this research was collecting the data that determined the outcome of the research. Some techniques used to collect data in this study were:

1. Pre-test

The researcher gave Pre-test at the first meeting. The researcher gave narrative text and then the students read the text for 30 minutes. After the students read, they students were required to answer questions in the form of multiple-choice, totaling 10 numbers, and essay 5 numbers depending on the understanding of the students' reading. The aim was to determine the student's reading ability before conducting the treatment.

2. Treatment

After the researcher had given a pre-test to the students, the researcher gave treatment using reciprocal teaching techniques in six meetings, spending 60 minutes at each meeting. The steps of the treatment were as follows:

a) In the first meeting, the topic was "*The Legend of Toba Lake*"

The teacher started the class by greeting, praying, and checking the students' attendance list. The teacher also gave motivation to the students. The teacher introduced the material about narrative text and then divided the students into groups of four. Each group had a unique role for every member, which was identified by a distributed note. The students were asked to read a few paragraphs of the assigned text selection. Then, the students played their respective roles in the teaching and learning process:

➤ Predictor: The predictor offered predictions about what the author would tell the group. The predictor might have suggested what the story would be in the next meeting.

➤ Questioner: The students with this role asked about unclear parts of the text. They asked about any confusing information in the text. In the end, the students connected the text to other concepts they had already learned.

➤ Clarifier: The clarifier formulated the unclear sections of the paragraph. They created questions with key information, topics, or ideas and used them as a self-test for the reader.

➤ Summarizer: The summarizer tried to find the important parts of the text. Summarizing could be based on a single paragraph, a section of the text, or the entire passage.

After that, the teacher asked students to change roles in the group discussion. The teacher guided the students to use the four strategies successfully

within the small group. And then, the teacher concluded the material, gave an evaluation, and closed the class.

b) In the second meeting, the topic was "*True Friends*"

The teacher started the class by greeting, praying, and checking the students' attendance list. The teacher also gave motivation to the students. The teacher introduced the material about narrative text and then divided the students into groups of four. Each group had a unique role for every member, which was identified by a distributed note. The students were asked to read a few paragraphs of the assigned text selection. Then, the students played their respective roles in the teaching and learning process:

➤ Predictor: The predictor offered predictions about what the author would tell the group. The predictor might have suggested what the story would be in the next meeting.

➤ Questioner: The students with this role asked about unclear parts of the text. They asked about any confusing information in the text. In the end, the students connected the text to other concepts they had already learned.

➤ Clarifier: The clarifier formulated the unclear sections of the paragraph. They created questions with key information, topics, or ideas and used them as a self-test for the reader.

➤ Summarizer: The summarizer tried to find the important parts of the text. Summarizing could be based on a single paragraph, a section of the text, or the entire passage.

After that, the teacher asked students to change roles in the group discussion. The teacher guided the students to use the four strategies successfully within the small group. And then, the teacher concluded the material, gave an evaluation, and closed the class.

c) In the third meeting, the topic was "*Pinocchio*"

The teacher started the class by greeting, praying, and checking the students' attendance list. The teacher also gave motivation to the students. The teacher introduced the material about narrative text and then divided the students into groups of four. Each group had a unique role for every member, which was identified by a distributed note. The students were asked to read a few paragraphs of the assigned text selection. Then, the students played their respective roles in the teaching and learning process:

- Predictor: The predictor offered predictions about what the author would tell the group. The predictor might have suggested what the story would be in the next meeting.
- Questioner: The students with this role asked about unclear parts of the text. They asked about any confusing information in the text. In the end, the students connected the text to other concepts they had already learned.
- Clarifier: The clarifier formulated the unclear sections of the paragraph. They created questions with key information, topics, or ideas and used them as a self-test for the reader.

➤ Summarizer: The summarizer tried to find the important parts of the text. Summarizing could be based on a single paragraph, a section of the text, or the entire passage.

After that, the teacher asked students to change roles in the group discussion. The teacher guided the students to use the four strategies successfully within the small group. And then, the teacher concluded the material, gave an evaluation, and closed the class.

d) In the fourth meeting, the topic was "*The Lion and The Mouse*"

The teacher started the class by greeting, praying, and checking the students' attendance list. The teacher also gave motivation to the students. The teacher introduced the material about narrative text and then divided the students into groups of four. Each group had a unique role for every member, which was identified by a distributed note. The students were asked to read a few paragraphs of the assigned text selection. Then, the students played their respective roles in the teaching and learning process:

➤ Predictor: The predictor offered predictions about what the author would tell the group. The predictor might have suggested what the story would be in the next meeting.

➤ Questioner: The students with this role asked about unclear parts of the text. They asked about any confusing information in the text. In the end, the students connected the text to other concepts they had already learned.

➤ Clarifier: The clarifier formulated the unclear sections of the paragraph. They created questions with key information, topics, or ideas and used them as a self-test for the reader.

➤ Summarizer: The summarizer tried to find the important parts of the text. Summarizing could be based on a single paragraph, a section of the text, or the entire passage.

After that, the teacher asked students to change roles in the group discussion. The teacher guided the students to use the four strategies successfully within the small group. And then, the teacher concluded the material, gave an evaluation, and closed the class.

e) In the fifth meeting, the topic was "*Snow White*"

The teacher started the class by greeting, praying, and checking the students' attendance list. The teacher also gave motivation to the students. The teacher introduced the material about narrative text and then divided the students into groups of four. Each group had a unique role for every member, which was identified by a distributed note. The students were asked to read a few paragraphs of the assigned text selection. Then, the students played their respective roles in the teaching and learning process:

➤ Predictor: The predictor offered predictions about what the author would tell the group. The predictor might have suggested what the story would be in the next meeting.

- Questioner: The students with this role asked about unclear parts of the text. They asked about any confusing information in the text. In the end, the students connected the text to other concepts they had already learned.
- Clarifier: The clarifier formulated the unclear sections of the paragraph. They created questions with key information, topics, or ideas and used them as a self-test for the reader.
- Summarizer: The summarizer tried to find the important parts of the text. Summarizing could be based on a single paragraph, a section of the text, or the entire passage.

After that, the teacher asked students to change roles in the group discussion. The teacher guided the students to use the four strategies successfully within the small group. And then, the teacher concluded the material, gave an evaluation, and closed the class.

f) In the sixth meeting, the topic was "*A Miser*"

The teacher started the class by greeting, praying, and checking the students' attendance list. The teacher also gave motivation to the students. The teacher introduced the material about narrative text and then divided the students into groups of four. Each group had a unique role for every member, which was identified by a distributed note. The students were asked to read a few paragraphs of the assigned text selection. Then, the students played their respective roles in the teaching and learning process:

- Predictor: The predictor offered predictions about what the author would tell the group. The predictor might have suggested what the story would be in the next meeting.
- Questioner: The students with this role asked about unclear parts of the text. They asked about any confusing information in the text. In the end, the students connected the text to other concepts they had already learned.
- Clarifier: The clarifier formulated the unclear sections of the paragraph. They created questions with key information, topics, or ideas and used them as a self-test for the reader.
- Summarizer: The summarizer tried to find the important parts of the text. Summarizing could be based on a single paragraph, a section of the text, or the entire passage.

After that, the teacher asked students to change roles in the group discussion. The teacher guided the students to use the four strategies successfully within the small group. And then, the teacher concluded the material, gave an evaluation, and closed the class.

3. Post-test

The final step was the researcher giving the post-test. The post-test procedure was the same as the pre-test. The result of the post-test was compared with the result of the pre-test to find out the improvement of students and their progress.

G. Technique of Analysis Data

The data collected was used to determine whether the experimental research achieved a good result or not in students' reading comprehension mastery in the eighth grade at MTS Satu Atap Datok Sulaiman Palopo.

After collecting the data, the next step was to analyze the data. The data were the results of the pre-test and post-test. The data analysis technique involved several steps that were elaborated as follows:

1. The students' correct answers were scored by using the following formula:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2. The students' scores were classified based on the following classification:³⁷

Table 3.1
Classification of score

No.	Score	Classification
1.	96-100	Excellent
2.	86-95	Very Good
3.	76-85	Good
4.	66-75	Fairly Good
5.	56-65	Fair
6.	36-55	Poor
7.	0-35	Very Poor

³⁷ Arikunto. *Pengembangan Instrumen Penelitian dan Penilaian Program*. Yogyakarta: Pustaka Pelajar. (2017).

3. The rate percentage of the students' scores was calculated by using the following formula:

$$P = \frac{f}{N} \times 100$$

Note:

P = Percentage

F = Frequency

N = Number of samples

4. The researcher looked for the mean score and standard deviation using SPSS 22.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research about score and output research in school-based and explains the detail of the pretest and post-test after giving a treatment by using a reciprocal teaching technique.

A. Research Findings

In this case, the research looked at the students' pretest and post-test scores and the mean score and deviation standard of their pre-test and post-test. The data collected from students' pre-and post-tests served as the primary instrument in this research. The pretest was administered before the treatment, and the post-test was administered following the treatment analysis of students' scores before and after the pretest and post-test.

1) Pre-Test

In this section, the researcher displays the total score of students' ability on the pretest, the mean and standard deviation of the students' pretest, and the percentage of students' pretest scores. The researcher presented them in tables and used SPSS 22 to calculate the score.

Table 4.1
Scoring of the students' Reading test in the pre-test

No	Students	Students Correct Answer	Scoring of the Students	Category
1	S1	3	20	Very Poor
2	S2	6	40	Poor
3	S3	5	34	Very Poor
4	S4	10	67	Fairly Good
5	S5	10	67	Fairly Good
6	S6	5	34	Very Poor
7	S7	6	40	Poor
8	S8	7	47	Poor
9	S9	9	60	Fair
10	S10	7	47	Poor
11	S11	12	80	Good
12	S12	7	47	Poor
13	S13	12	80	Good
14	S14	7	47	Poor
15	S15	9	60	Fair
16	S16	7	47	Poor
17	S17	10	67	Fairly Good
18	S18	11	74	Fairly Good

Table 4.1 displays the students' Pre-test scores overall. It was found that the Pre-test score showed that three students got a very poor score, seven students got a poor score, two students got a fair score, four students got a fairly good score, and two students got a good score. SPSS 22 was used to compute the mean score of the students' ability. The result can be seen in the table descriptive below:

Table 4.2
The mean score of students in the pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	18	20	80	53.22	17.000
Valid N (list wise)	18				

Table 4.2 shows the descriptive statistics of students' Pre-test scores. This table explained that the highest student score was 80 and the lowest was 20. It was also stated that the average student's Pre-test score was 53.22 with a standard deviation of 17.000.

Table 4.3
Rate the percentage of students' scoring in the pre-test

Classification	Score	Frequency	Percentage
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	76-85	2	11%
Fairly Good	66-75	4	22%
Fair	56-65	2	11%
Poor	36-55	7	39%
Very Poor	0-35	3	17%
Total		18	100%

Table 4.3 it can be seen that students' reading comprehension before being given treatment. Of all of the students, there were **2** students (11%) got a score of **Good**, **4** students (22%) got a score of **Fairly Good**, **2** students (11%) got a score of **Fair**, **7** students (39%) got the **poor**, and **3** students (17%) got the **Very Poor**.

2) Post-Test

In this section, the researcher displays the total score of students' ability on the post-test, the mean and standard deviation of the students' post-test, and the percentage of students' post-test scores. The researcher presented them in tables and used SPSS 22 to calculate the score.

Table 4.4
Scoring of the Students' Reading Test in Post-test

No	Students	Students Correct Answer	Scoring of the Students	Category
1	S1	8	54	Poor
2	S2	7	47	Poor
3	S3	8	54	Poor
4	S4	12	80	Good
5	S5	13	87	Very Good
6	S6	9	60	Fair
7	S7	8	54	Poor
8	S8	12	80	Good
9	S9	13	87	Very Good
10	S10	11	74	Fairly Good
11	S11	12	80	Good
12	S12	11	74	Fairly Good
13	S13	13	87	Very Good
14	S14	11	74	Fairly Good
15	S15	11	74	Fairly Good
16	S16	10	67	Fairly Good
17	S17	14	94	Very Good
18	S18	9	60	Fair

Table 4.4 displays the students' Pre-test scores overall. It was found that the Post-test score showed that four students got a Very Good score, three students got a good score, five students got a fairly good score, two students got a fair score and four students got a poor score. SPSS 22 was used to compute the mean score of the students' ability. The result can be seen in the table descriptive below:

Table 4.5
The mean score of students in post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	18	47	94	71.50	13.874
Valid N (list wise)	18				

Table 4.5 shows the descriptive statistics of students' Post-test scores. It can be explained that the highest student score was 94 and the lowest was 47. It was also stated that the average student's Post-test score was 71.50 with a standard deviation of 13.874.

Table 4.6
Rate percentage of students' scoring in post-test

Classification	Score	Frequency	Percentage
Excellent	96-100	-	-
Very Good	86-95	4	22%
Good	76-85	3	17%
Fairly Good	66-75	5	28%
Fair	56-65	2	11%
Poor	36-55	4	22%
Very Poor	0-35	-	-
Total		18	100%

Table 4.6 it can be seen that students' reading comprehension after being given treatment. Of all of the students, there were **4** students (22%) got a score of **Poor**, **2** students (11%) got the score **Fair**, **5** students (28%) got the score **Fairly-Good**, **3** students (17%) got the **Good** and **4** Students (22%) got the **Very Good**. This means that students' reading comprehension improved after using Reciprocal Teaching Technique. Looking at the mean score of students in the pre-test and

post-test, the researcher calculated it by using SPSS 22. The result was presented in the table, descriptive statistics as follows:

Table 4.7
The mean score and standard deviation in the pre-test and post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	18	20	80	53.22	17.000
Post-test	18	47	94	71.50	13.874
Valid N (list-wise)	18				

Table 4.7 Indicates that the Standard Deviation in Pre-Test Was 17.000 and in the post-test 13.874. It also shows that the mean score of the students on the pre-test was 53.22 and the mean score of the students on the post-test was 71.50. The result of the table above shows that the mean score of students in the post-test was higher than the mean score of students in the pre-test. It concludes that using reciprocal teaching technique was effective in teaching reading.

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis of this research, the research used test analysis and calculates it by using SPSS 22. The result could be shown in the table of paired sample statistics, paired z-sample correlations, and paired sample t-test. It presents in the following tables:

Table 4.8
The paired samples statistic of pre-test and post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	53.22	18	17.000	4.007
	posttest	71.50	18	13.874	3.270

Table 4.9
The paired samples correlation of pre-test and post-test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pretest & posttest	18	.696	.001

Table 4.10
The pairs sample t-test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-18.278	12.385	2.919	-24.437	-12.119	-6.261	17	.000

Table 4.10, regarding the t-test (paired sample t-test) above, shows that there is a significant difference between the results before and after being given the reciprocal teaching technique. To see the t-table value is based on the degrees of freedom (df), whose magnitude is $M-1$, namely $18-1 = 17$. The value of $df = 17$ at a significant level of 5% is obtained from t-table = 2.110. Based on the results of the analysis of the table, namely $6.261 > 2.110$ and $\text{sig. (2-tailed)} = 0.000 < 0.005$ then (H_0) is rejected and (H_a) is accepted. So it can be concluded that there is an effect of using Reciprocal Teaching Technique on students' reading comprehension.

Ho: There is no significant improvement in students' reading comprehension after being taught by using a reciprocal teaching technique.

HI: There is a significant improvement in students' reading comprehension after being taught by using reciprocal teaching technique.

$$6.261 > 2.110$$

The fact that $(t_{count} > t_{table})$ the t_{count} is higher than the t_{table} is related to this finding. It may be inferred that there was a significant difference in teaching reading competence before and after utilizing a Reciprocal Teaching Technique in teaching reading comprehension to students of MTS Satu Atap Datok Sulaiman Palopo in the eighth grade.

B. Discussion

The research was conducted to find out the improvement of students' reading comprehension in narrative text through reciprocal teaching technique. The description of the data collected from students' reading comprehension is comprehension in English for details. The sample of this study was students of the second-grade MTS Satu Atap Datok Sulaiman Palopo with a population of 18 students. Based on the findings of the data analysis, the researchers determined the effectiveness of using the reciprocal teaching technique. The students' mean pre-test score was 53.22, and the post-test mean was 71.50. As determined from data analysis, the pre-test standard deviation was 17.000, and the post-test standard deviation was 13.874.

After giving treatment using reciprocal teaching technique for students, the researcher gave a post-test to measure the improvement of reciprocal teaching technique in reading comprehension. The researcher found that the students can understand about the text was better than before gave treatment. The process of teaching learning in the classroom showed that the use of reciprocal teaching technique was effective for teaching in term of reading comprehension of students. During the process of teaching learning in the classroom, most of the students enjoyed and understand when they applied this technique.

In reciprocal teaching technique, there were four strategies that is Predicting, Clarifying, Questioning and Summarizing. The students' more active in doing activity in class discussion. The "predicting" technique in reciprocal teaching has the potential to improve students' reading comprehension in the following ways: when students use the "predicting" technique, they are asked to make an estimate of what they will encounter in the text before reading it. This activates the previous knowledge and experience that the student has about the topic.³⁸ By generating early engagement, students become more focused and engaged in the reading process. When students make predictions, they use information available in the text such as headings, subheadings, images, or quotes. It engages students in evoking their preconceived knowledge of the content of the text. This activity allows students to relate the knowledge they already have to new texts, which can expand their understanding.

³⁸ Febriani "*Improving Reading Comprehension Through Reciprocal Teaching Technique*", Jakarta: Tarbiyah and Teachers' Training Faculty of Syarif Hidayatullah State Islamic University Jakarta (2019).

The "Clarifying" technique in reciprocal teaching has the potential to improve students' reading comprehension in the following ways: Addressing comprehension difficulties: the "clarifying" technique helps students identify and address parts of the text that are confusing or unfamiliar to them. By asking for explanations from teachers or peers, students can clarify the meaning of words, phrases, concepts, or terms that hinder their understanding. By better understanding difficult passages, students can build a more complete understanding of the text as a whole. And also can improve vocabulary and vocabulary comprehension: as students clarify the meaning of words they don't understand, they expand their vocabulary. They can learn new terms, synonyms, or word usage in different contexts.³⁹ Through the use of "clarifying" techniques in reciprocal teaching, students are taught to understand learning barriers, grasp their understanding of texts, develop critical thinking skills, and become more independent and competent readers.

The "Questioning" technique in reciprocal teaching is used to improve reading comprehension because it allows the reader to actively interact with the text. The reasons why this technique is effective in improving reading comprehension: Activates critical thinking: by asking Questions to yourself or group members, the reader becomes more active in processing the information present in the text. They are challenged to think critically about the material being read, identify important details, related information and formulate relevant

³⁹ Lestari, A. A. "The effectiveness of reciprocal teaching method embedding critical thinking towards MIA second graders' reading comprehension of MAN 1 Kendari." *Journal of Teaching of English, 1 (1)* (2018).\

questions. This helps in deepening understanding and building deeper knowledge. Clarify understanding: through the questioning technique, readers have the opportunity to clarify their understanding of the text. By asking questions, they can identify less obvious or ambiguous passages, seek appropriate answers, and solve understanding problems that may arise.⁴⁰ It can be concluded that the questioning technique in reciprocal teaching helps build deep reading comprehension skills, trains critical thinking, and improves the reader's ability to actively interact with the text.

The “Summarizing” technique in reciprocal teaching is used to improve reading comprehension because it allows the reader to consolidate the information obtained from the text into a shorter and easier-to-understand summary. The reasons why this technique is effective in improving reading comprehension: Identify important information: in the process of summarizing, the reader needs to identify the most relevant and important information from the text. It involves the ability to sort and filter information, recognize the main idea, and ignore less significant details. By focusing on key elements, readers can understand the essence of the text and improve their overall understanding. Organizing and structuring information: summarizing requires the reader to organize the information present in the text into an orderly and coherent structure. In this process, the reader needs to connect disparate ideas, recognize cause-and-effect relationships and combine relevant information. By organizing information

⁴⁰ Adiwijaya, H., Suarsini, E., & Lukiati, B. Penerapan pembelajaran reciprocal teaching berbantuan peta konsep untuk meningkatkan kemampuan berpikir kritis siswa pada pembelajaran biologi. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1 (12), (2020).

effectively, readers can see the overall picture and reinforce their understanding.⁴¹ It is concluded that the summarizing technique in reciprocal teaching helps the reader to process and consolidate the information obtained from the text.

Reciprocal teaching technique can improve reading comprehension because it involves activities that build skills and strategies of deep understanding. By involving active interaction, shared learning, monitoring and reflection, and the application of comprehension strategies, reciprocal teaching provides a powerful framework for developing deeper reading comprehension. This technique teaches readers to think critically, actively, and engage in understanding the text, thereby increasing their ability to better understand and process information.

From the result of the previous researchers by Widi Andewi, Patuan Raja, and Rosita Simbolon⁴² the mean score of the pre-test was 45.67 and the mean score of the post-test was 64.64. It shows that the student's reading comprehension achievement had improved after giving treatment with used reciprocal teaching technique and the other side. Based on the analysis from the result of the researcher at MTS Satu Atap Datok Sulaiman Palopo, the mean score of students in the pre-test is 53.22 and the post-test is 71.50. So it can be concluded that the application of reciprocal teaching technique can improve the reading comprehension of students.

⁴¹ Spivey, N., R. & Cuthbert, A. Reciprocal teaching of lecture comprehension skills in college students. *Journal of Scholarship of Teaching and Learning*, (2021) 6(2): 66-83.

⁴² Rosita Simbolon Widi Andewi, Patuan Raja, "The Implementation Of Reciprocal Technique In Reading Comprehension" Yogyakarta: Graha Ilmu. 7, no. 2 (2021): 1-18,

After the application of the reciprocal teaching technique in the learning process at MTS Satu Atap Datok Sulaiman Palopo, the researcher found several advantages. The first is the students feel more motivated because the students get more opportunities to share their idea or information. Through Reciprocal Teaching, students become actively involved in the learning process.⁴³ They have the opportunity to talk, listen, and interact with teachers and classmates in small group discussions. This encourages active student participation, thus creating a collaborative learning environment and building students' confidence in sharing their ideas.

The second is the students are not bored because the students can learn from one another and the researcher gave an interesting story of the text. Reciprocal Teaching helps students to gain a deeper understanding of the text they are reading.⁴⁴ Through active interaction with teachers and other students, students can clarify concepts, ask questions, and formulate summaries. This allows them to build a more solid and comprehensive understanding.

The third is increased student independence by using reciprocal teaching strategies, students are empowered to read and understand texts independently.⁴⁵ They learn to use strategies such as formulating questions, making summaries,

43 Alwafi, Y., Al Risi, A., & Al Hinai, S. The Effectiveness of Reciprocal Teaching Technique on Reading Comprehension among Omani EFL Secondary School Students. *Journal of Research in English Language Pedagogy* (2021), 102-123.

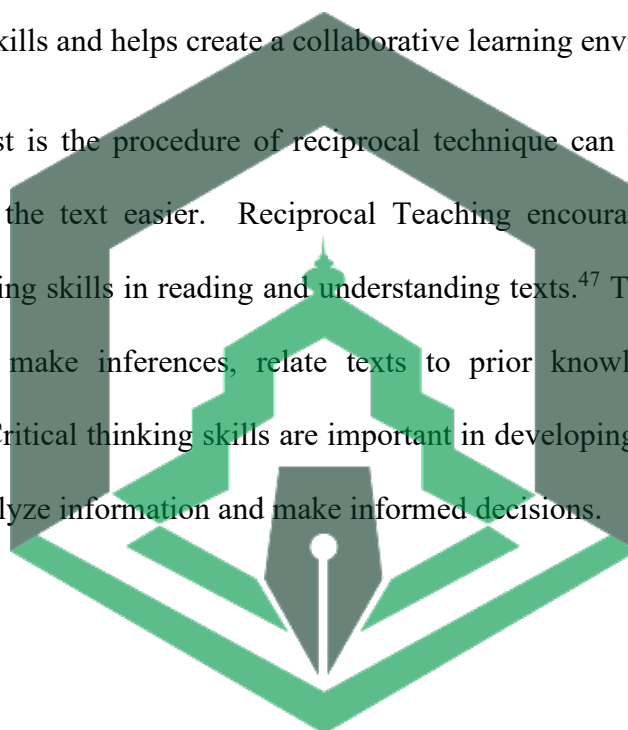
44 Hafizah, M., Rasyid, N., & Lukitasari, M. The Effectiveness of Reciprocal Teaching Technique in Reading Comprehension of EFL Students. *JEELS (Journal of English Education and Linguistics Studies)*, 7(1), (2020).69-80.

45 Elhammadi, A., & Tajuddin, A. Enhancing Reading Comprehension Skills through Reciprocal Teaching Strategy among Malaysian University Students. *Malaysian Journal of Learning and Instruction*,(2021).123-144.

and making predictions. This ability helps students become more independent and effective readers outside of the classroom environment.

The fourth is the strengthening of social skills through reciprocal teaching, students learn to work together in small groups and appreciate the perspectives of others.⁴⁶ They learn to listen and respect the opinions of their classmates, build cooperation, and work together to achieve better understanding. This strengthens their social skills and helps create a collaborative learning environment.

The last is the procedure of reciprocal technique can help the students to comprehend the text easier. Reciprocal Teaching encourages students to use critical thinking skills in reading and understanding texts.⁴⁷ They learn to analyze information, make inferences, relate texts to prior knowledge, and evaluate arguments. Critical thinking skills are important in developing students' ability to critically analyze information and make informed decisions.



⁴⁶ Rohman, A., & Sofwan, M. Improving Reading Comprehension through Reciprocal Teaching Technique. *Jurnal Pendidikan Bahasa dan Sastra*, (2020).145-157.

⁴⁷ Laohawiryanon, C., & Lertputtarak, S. (2020). The Effectiveness of Reciprocal Teaching Technique on Reading Comprehension and Questioning Skills of Undergraduate Students. *Silpakorn Educational Research Journal*,(2020).70-85.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

After employing a reciprocal teaching technique to apply the treatment, the score of students in the post-test was higher than the score of students in the pretest. The mean score pre-test was 53.22 and the mean score of the post-test was 71.50. The $t_o(t_{count})$ was found to be more than $t_t(t_{table})$, $t_o > t_t$, $6.261 > 2.110$. The null hypothesis (H_a) has been accepted, while the alternative hypothesis (H_o) rejected. There was a substantial difference in improving students' reading skills before and after treatment. In conclusion, by applying reciprocal teaching technique in teaching reading, the students can improve their ability in comprehend a reading text. So, the use of the reciprocal teaching technique was effective to improve the student's reading comprehension of the eighth grade in MTS Satu Atap Datok Sulaiman Palopo, especially in VIII B class.

B. SUGGESTIONS

Based on the explanation in the previous chapter, the researcher presented suggestions are:

1. For English Teacher

Considering that reciprocal teaching technique could improve students' reading comprehension in narrative text. It is recommended that English teachers implemented the technique in English class exactly reading activities to help students in comprehending text deeper. Teachers can actively involve students in

the process of reciprocal teaching. Teachers can encourage students to support each other and work together in small groups, giving them opportunities to ask questions, discuss, and share understanding. Teachers can also provide space for students to be leaders of alternating discussions, so they can develop leadership skills and self-confidence.

2. For the Students

Using reciprocal teaching technique can improve discussion skills for students. To develop effective discussion skills this includes the ability to listen carefully, ask relevant questions, provide clarifications, provide summaries, and make predictions. Students need to be given an understanding of the importance of actively contributing to discussions and listening to the views of classmates. Reciprocal teaching techniques can also help students in understanding complex reading, but they must continue to hone reading skills, such as applying comprehension strategies, expanding vocabulary, and recognizing text structure.

3. For other researchers

For the other researchers can do more research on reciprocal teaching technique. Although much research has been done, there is still room to dig deeper into the factors that influence the effectiveness of reciprocal teaching, adaptation to different cultural contexts, or the application of technology in reciprocal teaching. The development of this research will help expand our understanding of the use of reciprocal teaching in learning.

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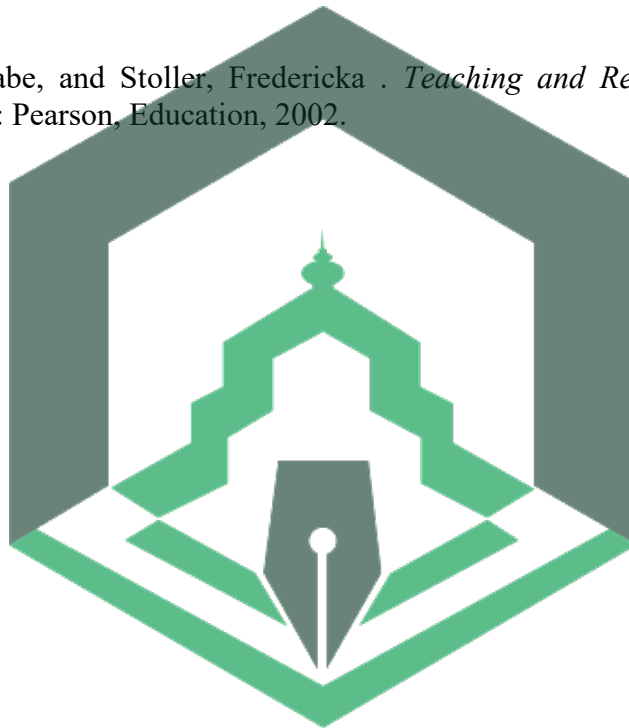
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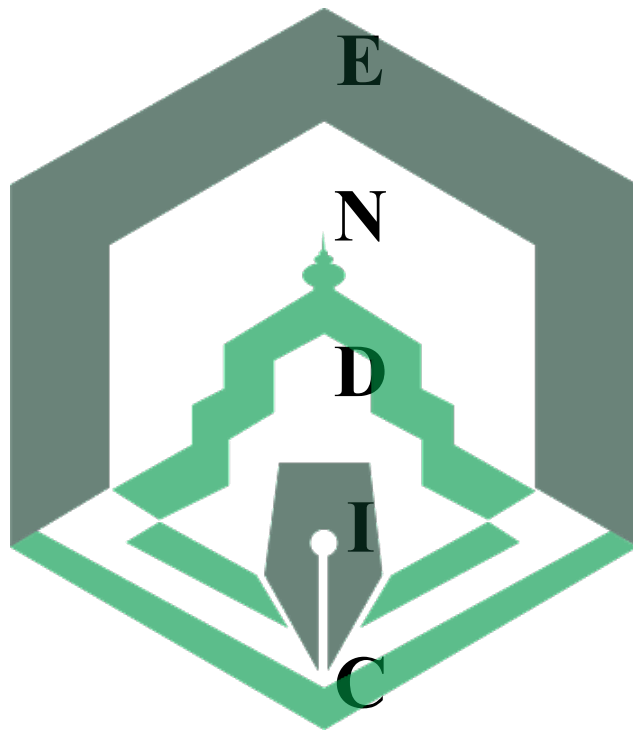
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APPENDIX I
LESSON PLAN

LESSON PLAN READING SKILL

First Meeting

CLASS/LEVEL	VIII D Junior High School 8 Palopo/Basic
TOPIC	Narrative Text (<i>The Legend of Toba Lake</i>)
OBJECTIVES	Student should be able to know Narrative text
VOCABULARIES	Man, living, north, farming, daughter, etc.
MATERIALS	Paper, picture, Whiteboard and marker
TIME	60 minutes
POTENSIAL PROBLEM	Lack of vocabulary Large Class

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<p>Greetings T : Assalamu'alaikum warahmatullahi wabarakatuh T: Good Morning class! How are you today?</p> <p>Introduction</p> <p>Praying T: Before we start our class, let's praying first. Pray begin. T: Finished.</p>	T-SS	5 minute

<p>Attention grabber</p> <p>T: If I say ready to listen!</p> <p>SS: Ready to learn!</p> <p>Warm up</p> <ul style="list-style-type: none"> - The Teacher gives a picture related to the material that is <i>The Legend of Toba Lake</i>. - The Teacher asks students about the picture. <p>Lead in</p> <p>Teacher guides the student to guess about the topic that will be explained by teacher.</p>	T-SS	10 minute
<p>Presentation</p> <p>The Teacher explains the material about narrative text.</p>	TTT	10 minute

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - The Teacher divide students into some groups, each group consists four students. - The Teacher give each groups a narrative text - Each group discussed the narrative to predict the story before reading. - Then make questions about things that are less clear related to the story. - Each group clarifies a question they made or a prediction they made earlier to make the story clearer. 	T-SS	25 minute

<ul style="list-style-type: none"> - After the three stages are done then students must summarize the contents of the story based on what they have discussed before. - Each student gets the task to retell the folklore in front of other students. 		
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Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher give questions to the students and the students answer the questions - Every group choose one of the students in the group to collect work to researcher <p>Conclusion Closing</p>	T-SS	10 minute

LESSON PLAN READING SKILL

Second Meeting

CLASS/LEVEL	VIII D Junior High School 8 Palopo/Basic
TOPIC	Narrative Text (<i>True friends</i>)
OBJECTIVES	Student should be able to know Narrative text (<i>True Friends</i>)
VOCABULARIES	Once upon a time, suddenly, true, friends, etc.
MATERIALS	Paper, picture, Whiteboard and marker
TIME	60 minutes
POTENSIAL PROBLEM	Lack of vocabulary Large Class

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning class! How are you today?</p> <p>Introduction</p> <p>Praying</p> <p>T: Before we start our class, let's praying first. Pray begin.</p> <p>T: Finished.</p>	T-SS	5 minute

<p>Attention grabber</p> <p>T: If I say class class!</p> <p>SS: Yes Yes!</p> <p>Warm up</p> <ul style="list-style-type: none"> - The Teacher gives a picture related to the material that is <i>True Friends</i>. - The Teacher asks students about the picture. <p>Lead in</p> <p>Teacher guides the student to guess about the topic that will be explained by teacher.</p>	T-SS	10 minute
<p>Presentation</p> <p>The Teacher explains the material about narrative text.</p>	TTT	10 minute

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - The Teacher divide students into some groups, each group consists four students. - The Teacher give each groups a narrative text - Each group discussed the narrative to predict the story before reading. - Then make questions about things that are less clear related to the story. - Each group clarifies a question they made or a prediction they made earlier to make the story 	T-SS	25 minute

<p>clearer.</p> <ul style="list-style-type: none"> - After the three stages are done then students must summarize the contents of the story based on what they have discussed before. - Each student gets the task to retell the folklore in front of other students. 		
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Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher give questions to the students and the students answer the questions - Every group choose one of the students in the group to collect work to researcher <p>Conclusion Closing</p>	T-SS	10 minute

LESSON PLAN READING SKILL

Third Meeting

CLASS/LEVEL	VIII D Junior High School 8 Palopo/Basic
TOPIC	Narrative Text (<i>Pinocchio</i>)
OBJECTIVES	Student should be able to know Narrative text (<i>Pinocchio</i>)
VOCABULARIES	Puppeteer, lonely, bored, dream, etc.
MATERIALS	Paper, Picture, Whiteboard and marker
TIME	60 minutes
POTENSIAL PROBLEM	Lack of vocabulary Large Class

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning class! How are you today?</p> <p>Introduction</p> <p>Praying</p> <p>T: Before we start our class, let's praying first. Pray begin.</p> <p>T: Finished.</p>	T-SS	5 minute

<p>Attention grabber</p> <p>T: If I say Hocus Focus!</p> <p>SS: Everybody focus!</p> <p>Warm up</p> <ul style="list-style-type: none"> - The Teacher gives a picture related to the material that is <i>Pinocchio</i>. - The Teacher asks students about the picture. <p>Lead in</p> <p>Teacher guides the student to guess about the topic that will be explained by teacher.</p>	T-SS	10 minute
<p>Presentasion</p> <p>The Teacher explains the material about narrative text.</p>	TTT	10 minute

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - The Teacher divide students into some groups, each group consists four students. - The Teacher give each groups a narrative text - Each group discussed the narrative to predict the story before reading. - Then make questions about things that are less clear related to the story. - Each group clarifies a question they made or a prediction they made earlier to make the story 	T-SS	25 minute

<p>clearer.</p> <ul style="list-style-type: none"> - After the three stages are done then students must summarize the contents of the story based on what they have discussed before. - Each student gets the task to retell the folklore in front of other students. 		
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Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher give questions to the students and the students answer the questions - Every group choose one of the students in the group to collect work to researcher <p>Conclusion Closing</p>	T-SS	10 minute

LESSON PLAN READING SKILL

Fourth Meeting

CLASS/LEVEL	VIII D Junior High School 8 Palopo/Basic
TOPIC	Narrative Text (<i>The Lion and The Mouse</i>)
OBJECTIVES	Student should be able to know Narrative text (<i>The Lion and The Mouse</i>)
VOCABULARIES	Lion, mouse, king, ran, etc.
MATERIALS	Paper, Picture, Whiteboard and marker
TIME	60 minutes
POTENSIAL PROBLEM	Lack of vocabulary Large Class

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning class! How are you today?</p> <p>Introduction</p> <p>Praying</p> <p>T: Before we start our class, let's praying first. Pray begin.</p> <p>T: Finished.</p>	T-SS	5 minute

<p>Attention grabber</p> <p>T: If I say ready to listen!</p> <p>SS: Ready to learn!</p> <p>Warm up</p> <ul style="list-style-type: none"> - The Teacher gives a picture related to the material that is <i>The Lion and The Mouse</i>. - The Teacher asks students about the picture. <p>Lead in</p> <p>Teacher guides the student to guess about the topic that will be explained by teacher.</p>	T-SS	10 minute
<p>Presentation</p> <p>The Teacher explains the material about narrative text.</p>	TTT	10 minute

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - The Teacher divide students into some groups, each group consists four students. - The Teacher give each groups a narrative text - Each group discussed the narrative to predict the story before reading. - Then make questions about things that are less clear related to the story. - Each group clarifies a question they made or a prediction they made earlier to make the story 	T-SS	25 minute

<p>clearer.</p> <ul style="list-style-type: none"> - After the three stages are done then students must summarize the contents of the story based on what they have discussed before. - Each student gets the task to retell the folklore in front of other students. 		
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Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher give questions to the students and the students answer the questions - Every group choose one of the students in the group to collect work to researcher <p>Conclusion Closing</p>	T-SS	10 minute

LESSON PLAN READING SKILL

Fifth Meeting

CLASS/LEVEL	VIII D Junior High School 8 Palopo/Basic
TOPIC	Narrative Text (<i>Snow White</i>)
OBJECTIVES	Student should be able to know Narrative text (<i>Snow White</i>)
VOCABULARIES	Beautiful girl, forest, sleepy, passed away, etc.
MATERIALS	Paper, whiteboard, marker and Picture.
TIME	60 minutes
POTENSIAL PROBLEM	Lack of vocabulary Large Class

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning class! How are you today?</p> <p>Introduction</p> <p>Praying</p> <p>T: Before we start our class, let's praying first. Pray begin.</p> <p>T: Finished.</p>	T-SS	5 minute

<p>Attention grabber</p> <p>T: If I say ready to listen!</p> <p>SS: Ready to learn!</p> <p>Warm up</p> <ul style="list-style-type: none"> - The Teacher gives a picture related to the material that is Snow White. - The Teacher asks students about the picture <p>Lead in</p> <p>Teacher guides the student to guess about the topic that will be explained by teacher.</p>	T-SS	10 minute
<p>Presentation</p> <p>The Teacher explains the material about narrative text.</p>	TTT	10 minute

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - The Teacher divide students into some groups, each group consists four students. - The Teacher give each groups a narrative text - Each group discussed the narrative to predict the story before reading. - Then make questions about things that are less clear related to the story. - Each group clarifies a question they made or a prediction they made earlier to make the story 	T-SS	25 minute

<p>clearer.</p> <ul style="list-style-type: none"> - After the three stages are done then students must summarize the contents of the story based on what they have discussed before. - Each student gets the task to retell the folklore in front of other students. 		
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Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher give questions to the students and the students answer the questions - Every group choose one of the students in the group to collect work to researcher <p>Conclusion Closing</p>	T-SS	10 minute

LESSON PLAN READING SKILL

Sixth Meeting

CLASS/LEVEL	VIII D Junior High School 8 Palopo/Basic
TOPIC	Narrative Text (<i>A Miser</i>)
OBJECTIVES	Student should be able to know Narrative text (<i>A Miser</i>)
VOCABULARIES	Buy, Gold, workmen, neighbor etc.
MATERIALS	Paper, whiteboard, marker and picture.
TIME	60 minutes
POTENSIAL PROBLEM	Lack of vocabulary Large Class

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<p>Greetings T : Assalamu'alaikum warahmatullahi wabarakatuh T: Good Morning class! How are you today?</p> <p>Introduction</p> <p>Praying T: Before we start our class, let's praying first. Pray begin. T: Finished.</p>	T-SS	5 minute

<p>Attention grabber</p> <p>T: If I say Hay class!</p> <p>SS: Hello Teacher!</p> <p>Warm up</p> <ul style="list-style-type: none"> - The Teacher gives a picture related to the material that is A Miser. - The Teacher asks students about the picture <p>Lead in</p> <p>Teacher guides the student to guess about the topic that will be explained by teacher.</p>	T-SS	10 minute
<p>Presentation</p> <p>The Teacher explains the material about narrative text.</p>	TTT	10 minute

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - The Teacher divide students into some groups, each group consists four students. - The Teacher give each groups a narrative text - Each group discussed the narrative to predict the story before reading. - Then make questions about things that are less clear related to the story. - Each group clarifies a question they made or a prediction they made earlier to make the story 	T-SS	25 minute

<p>clearer.</p> <ul style="list-style-type: none"> - After the three stages are done then students must summarize the contents of the story based on what they have discussed before. - Each student gets the task to retell the folklore in front of other students. 		
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Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher give questions to the students and the students answer the questions - Every group choose one of the students in the group to collect work to researcher <p>Conclusion Closing</p>	T-SS	10 minute

APPENDIX II

Pre-Test and Post-Test

Pre-Test

Name: Fais Johan Putra
Class: VIII B
Text below for questions number 1-3

The Rats and the Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death. Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants. The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Source: www.jagoanbahasainggris.com

1. What type of text is the above text? It is ...

- a. Narrative text
- b. Description text
- c. Recount text
- d. Anecdote text

2. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?

- a. Identification
- b. Orientation
- c. Complication
- d. Resolution

3. At the end of the story, how was the elephant's herd?

- a. Angry
- b. Sad
- c. Happy
- d. Dead

Read below for questions number 4-7

Once upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked people to join work in their ship and went to the cross island. Malin kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument and finally he sailed with the big ship. Several years later, Malin kundang succeed and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

He broke his mother's heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone suddenly. The big ship which Malin's was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became stone.

Source: www.lagoanbahasainggris.com

4. Where is the legend from? It is from ...
- a. West Sumatra
 - b. South Sumatra
 - c. North Sumatra
 - d. Lampung
5. With whom did Malin kundang live before success?
- a. His wife
 - b. His mother
 - c. His crewman
 - d. His family
6. Why was Malin's mother broken-hearted?
- a. Because Malin succeeded
 - b. Because Malin became king

- c. Because Malin didn't admit her mother
 - d. Because Malin went home
7. How many paragraphs were in the text?
- a. 2
 - b. 4
 - c. 1
 - 3

Text below for questions number 8-10

One day several boys were playing at the edge of a pond in which lived a family of frogs. The boys amused themselves by throwing stones into the pond so as to make them skip on top of the water.

There stones were flying thick and fast, and the boys were enjoying themselves very much; but the poor frogs in the pond were trembling with fear.

At last one of the frogs, the oldest and bravest, put his head out of the water, and said "Oh, please, dear children, stop your cruel play! Though it may be fun for you, it mean death to us!"

Source: www.jagoanbahasainggris.com

8. Where did the story take place?

- Next to a pond.
- b. In front of a pond.
- c. At the bank of a pond.
- d. Across from a pond.

9. Why did the frog feel insecure?

- a. The boy frightened them.
- The stone would hurt them.
- c. The boys destroyed the pond.
- d. The water in the pond got dirty.

What can you learn from the story?

- a. We should care for those around us.
- b. Our fun may be the cause of others unhappiness.
- c. We should spend most of our time wisely.
- d. There is more precious than playing with friends.

The following test is for questions 10-15.

The Rabbit and the Turtle.

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap.

Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Source: <https://www.itapuli.com/2020/01/soal-narrative-text-isian-singkat.html>

11. What kind of the text above?

Answer: Narrative

12. Who was boasting?

Answer: Rabbit

13. What happened at the start of the race?

Answer: C. Rabbit

14. Who could run fast?

Answer: Rabbit

15. Who won the race?

Answer: Turtle

$$\frac{9}{15} \times 100 = 60$$

Pre-Test

Name: *Anandika dwiFitri*

Class: *8B*

Text below for questions number 1-3

The Rats and the Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death. Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants. The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Source: www.jagoanbahasainggris.com

1. What type of text is the above text? It is ...
 - a. Narrative text
 - b. Description text
 - c. Recount text
 - d. Anecdote text

2. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
 - a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution

3. At the end of the story, how was the elephant's herd?
 - a. Angry
 - b. Sad
 - c. Happy
 - d. Dead

Text below for questions number 4-7

Once upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked people to join work in their ship and went to the cross island. Malin kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument and finally he sailed with the big ship. Several years later, Malin kundang succed and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake. Malin's favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

He broke his mother's heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone suddenly. The big ship which Malin's was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became stone.

Source: www.jagoanbahasainggris.com

4. Where is the legend from? It is from ...
- a. West Sumatra
 - b. South Sumatra
 - c. North Sumatra
 - d. Lampung
5. With whom did Malin kundang live before success?
- a. His wife
 - b. His mother
 - c. His crewman
 - d. His family
6. Why was Malin's mother broken-hearted?
- a. Because Malin succeeded
 - b. Because Malin became king

- e. Because Malin didn't admit her mother
 - d. Because Malin went home
7. How many paragraphs were in the text?
- a. 2
 - b. 4
 - c. 1
 - d. 3

Text below for questions number 8-10

One day several boys were playing at the edge of a pond in which lived a family of frogs. The boys amused themselves by throwing stones into the pond so as to make them skip on top of the water. There stones were flying thick and fast, and the boys were enjoying themselves very much; but the poor frogs in the pond were trembling with fear. At last one of the frogs, the oldest and bravest, put his head out of the water, and said "Oh, please, dear children, stop your cruel play! Though it may be fun for you, it mean death to us!"

Source: www.jagoanbahasainggris.com

8. Where did the story take place?
- a. Next to a pond.
 - b. In front of a pond.
 - c. At the bank of a pond.
 - d. Across from a pond.
9. Why did the frog feel insecure?
- a. The boy frightened them.
 - b. The stone would hurt them.
 - c. The boys destroyed the pond.
 - d. The water in the pond got dirty.

10. What can you learn from the story?
- a. We should care for those around us.
 - b. Our fun may be the cause of others unhappiness.
 - c. We should spend most of our time wisely.
 - There is more precious than playing with friends.

The following text is for questions 10-15.

The Rabbit and the Turtle.

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap.

Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Source: <https://www.itapuih.com/2020/01/soal-narrative-text-isian-singkat.html>

11. What kind of the text above?

Answer: ~~The Rabbit and the Turtle~~

12. Who was boasting?

Answer: ~~Rabbit and Turtle~~

13. What happened at the start of the race?

Answer: The rabbit raced way ahead of the turtle, just like everyone thought.

14. Who could run fast?

Answer: Rabbit ✓

15. Who won the race?

Answer: ~~The~~ Turtle ✓

$$\frac{7}{15} \times 100 = (47)$$

Post-Test

Name: MUHAMMAD ALFIAN USUF HEBIBI

Class: 6.2 / VII-B

Text below is for questions number 1-4

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

Source: www.jagoanbahasainggris.com

1. What kind of the text above?
 a. Narrative
 b. Report
 c. Anecdote
 d. Comparative
2. The writer uses ... to tell the plot.
 a. A rhetorical question and an exclamation
 b. Time sequences
 c. Contrastive evidences
 d. Past tense
3. Why did Snow White run away to the forest?
 a. Her parents passed away
 b. Her uncle was angry with her
 c. Her uncle and aunt would go to America
 d. Snow White was happy to run away

4. When did Snow White run away to the forest?

- a. In the afternoon
- b. In the morning
- c. In the evening
- d. In the full moon

Text below is for questions number 5-7

The Lion and the Mouse

Once when 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, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days." 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.

Sometime 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.

Source: www.jagoanbahasainggris.com

5. What is the purpose of the text?

- a. To entertain the readers
- b. To persuade the readers that something should or should not be the case
- c. To inform the readers about the events of the day which are considered newsworthy
- d. To explain something

6. What is the moral value of the text?

- a. Don't look at someone because of his clothes
- b. It is best to prepare for the days of necessity
- c. Common people may prove great ones
- d. United we stand, divided we fall

7. 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 ran up and down upon the lion

Text below is for questions number 8-10

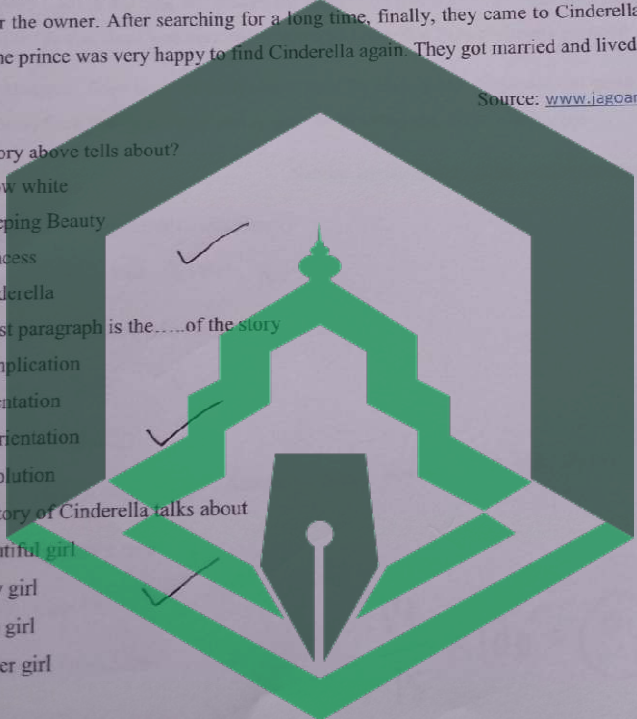
Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

Source: www.jagoanbahasainggris.com

- 
8. The story above tells about?
- a. Snow white
 - b. Sleeping Beauty
 - c. Princess
 - d. Cinderella
9. The first paragraph is the.....of the story
- a. Complication
 - b. Orientation
 - c. Reorientation
 - d. Resolution
10. The story of Cinderella talks about
- a. Beautiful girl
 - b. Lazy girl
 - c. Rich girl
 - d. Clever girl

Text below is for questions number 11-15

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once, Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and A went back to the sea. Baya was happy.

Source: <https://www.scribd.com/document/essaynarrativetext>

11. What is the title of a narrative text above?

Answer: Sura and Baya ✓

12. How many characters in the story?

Answer: 2 ✓

13. Why are they fighting?

Answer: because they fought each other for the goat. ✓

14. Where did the Sura Lived?

Answer: water ✓

15. Where did the Baya Lived?

Answer: land ✓

$$\frac{14}{15} \times 100 = 93.33 \approx 94$$

Post-Test

Name: Nuh Abdul Kham

Class: VIII B

Text below is for questions number 1-4

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

Source: www.jagoanbahasainggris.com

1. What kind of the text above?

- a. Narrative
- b. Report
- c. Anecdote
- d. Comparative

2. The writer uses ... to tell the plot.

- a. A rhetorical question and an exclamation
- b. Time sequences
- c. Contrastive evidences
- d. Past tense

3. Why did Snow White run away to the forest?

- a. Her parents passed away
- b. Her uncle was angry with her
- c. Her uncle and aunt would go to America
- d. Snow White was happy to run away

4. When did Snow White run away to the forest?

- a. In the afternoon
- b. In the morning
- c. In the evening
- d. In the full moon

Text below is for questions number 5-7

The Lion and the Mouse

Once when 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, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days." 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.

Sometime 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.

Source: www.jagoanbahasainggris.com

5. What is the purpose of the text?

- a. To entertain the readers
- b. To persuade the readers that something should or should not be the case
- c. To inform the readers about the events of the day which are considered newsworthy
- d. To explain something

6. What is the moral value of the text?

- a. Don't look at someone because of his clothes
- b. It is best to prepare for the days of necessity
- c. Common people may prove great ones
- d. United we stand, divided we fall

7. 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 ran up and down upon the lion

Text below is for questions number 8-10

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

Source: www.jagoanbahasainggris.com

8. The story above tells about?
- a. Snow white
 - b. Sleeping Beauty
 - c. Princess
 - d. Cinderella
9. The first paragraph is the.....of the story
- a. Complication
 - b. Orientation
 - c. Reorientation
 - d. Resolution
10. The story of Cinderella talks about
- a. Beautiful girl
 - b. Lazy girl
 - c. Rich girl
 - d. Clever girl

Text below is for questions number 11-15

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once, Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and A went back to the sea. Baya was happy.

Source: <https://www.scribd.com/document/essay/narrativetext>

11. What is the title of a narrative text above?

Answer: Sura and Baya ✓

12. How many characters in the story?

Answer: 2 ✓

13. Why are they fighting?

Answer: He bit river X

14. Where did the Sura Lived?

Answer: water ✓

15. Where did the Baya Lived?

Answer: land ✓

$$\frac{12}{15} \times 100 = 80$$

APPENDIX III

SURAT IZIN MENELITI

  
1 2 0 2 3 1 9 0 0 9 0 5 7 3

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 573/IP/DPMPTSP/V/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penyelenggaraan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2018 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Penetapan Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : ANNISA GITA MULYANI
Jenis Kelamin : Perempuan
Alamat : Jl. Bitti Kota Palopo
Pekerjaan : Mahasiswa
NIM : 1902030081

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF USING RECIPROCAL TEACHING TECHNIQUE TO IMPROVE READING COMPREHENSION AT MTS SATU ATAP DATOK SULAIMAN PALOPO

Lokasi Penelitian : MTS SATU ATAP DATOK SULAIMAN PALOPO
Lamanya Penelitian : 16 Mei 2023 s.d. 16 Juni 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal 17 Mei 2023
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengujian dan Pemrosesan Perizinan PTSP


ERICK M. SIGA, S.Sos
Pangreh - Penata Tk.I
NIP. : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kepegawaian Prov. Sul-Sel
2. Walikota Palopo
3. Dandim 1423-SWIG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kepegawaian Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

APPENDIX IV

SURAT KETERANGAN SELESAI MENELITI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
YAYASAN PESANTREN MODERN DATOK SULAIMAN PALOPO
MADRASAH TSANAWIYAH SATU ATAP DATOK SULAIMAN PALOPO
Jl. Dr. Ratulangi No. 16 (Komp. PMDS Putra) Kel. Balandai Kec. Bara Kota Palopo Sulsel Telp.0471-21476



SURAT KETERANGAN TELAH MENELITI
NOMOR:188/A-PST_DS/PLP/MTs/VII/2023

Yang bertanda tangan di bawah ini, saya :

Nama : Sudarwin, S.Kom.I.,Gr.
NIP. : -
Jabatan : Kepala Madrasah
Alamat : Jl. DR. Ratulangi No. 16 Komp. PMDS
Putra Palopo

Menerangkan bahwa :

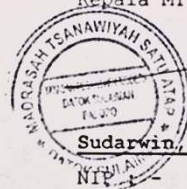
Nama : ANNISA GITA MULYANI
NIM : 1902020081
Program Studi : PENDIDIKAN BAHASA INGGRS
Jurusan : TARBIIYAH

Mahasiswa tersebut diatas telah melakukan penelitian sehubungan dengan judul Skripsi : "THE EFFECTIVENCESS OF USING RECIPROCAL TEACHING TECHNIQUE TO IMPROVE READING COMPREHENSION AT MTS SATU ATAP DATOK SULAIMAN PALOPO".

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 11 JULI 2023

Kepala MTs-SA Datok Sulaiman Palopo



Sudarwin, S.Kom.I.,Gr.

APPENDIX V

SURAT KETERANGAN VALIDASI SOAL

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : St. Hartina, S.Pd.,M.Pd.
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

The Effectiveness of Using Reciprocal Teaching Technique to Improve Reading Comprehension at MTS Satu Atap Datok Sulaiman Palopo
dari mahasiswa:

Nama : Annisa Gita Mulyani
Program Studi : Pendidikan Bahasa Inggris
NIM : 19 0202 0081

(sudah siap) (~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. Add the source of the text
2. Add a short answer question

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 9 Mei 2025
Validator,



St. Hartina, S.Pd.,M.Pd.

NIP. 199109092019032021

*coret yang tidak perlu

APPENDIX VI
DOCUMENTATION

Pre-Test



Treatment







Post-Test



BIOGRAPHY



Annisa Gita Mulyani, was born on Kendari 23 August 2001. The author is the only child of the couple ahmad yani S.E and Sitti Juaria. The author lives in Ponrang, Luwu. The author basic education was completed in 2013 at SDN 60 Ponrang. In 2013 continued studying at SMP PMDS (Pesantren Modern Datok Sulaiman) Palopo until 2016. And then continue her studying in SMAN 15 Luwu. She continued again for her degree (S1) in the state Islamic Institute of Palopo (IAIN Palopo). She took English Education Study Program in Education and Teacher Training Faculty. She wrote her thesis with the title **“The Effectiveness of Using Reciprocal Teaching Technique to Improve Reading Comprehension at MTS Satu Atap Datok Sulaiman Palopo.”**

