

**THE USE OF RECIPROCAL TEACHING TECHNIQUE
TO IMPROVE STUDENTS' READING COMPREHENSION
IN TEACHING ANALYTICAL EXPOSITION TEXT
(A Classroom Action Research at XI MIA 3 of SMA N 1 Lasem
in the Academic Year of 2014/2015)**

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education



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(A Classroom Action Research at XI MIA 3 of SMA N 1 Lasem in
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is definitely my work. I am completely responsible for the content of this thesis. Other writers' opinion of finding included in this thesis are quoted or cited in accordance with ethical standard.

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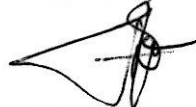
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ABSTRACT

Title : **The use of Reciprocal Teaching Technique to Improve Students' Reading Comprehension in Teaching Analytical Exposition Text (A Classroom Action Research at XI MIA 3 of SMA N 1 Lasem in the Academic Year of 2014/ 2015)**

Name : **Mella Prasetya Windawati**

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Keywords : *Reciprocal Teaching Technique, Reading Comprehension, Analytical exposition Text*

This thesis discusses the use of reciprocal teaching technique to improve students' reading comprehension in teaching analytical exposition text. The background of the research was based on the phenomenon of students' difficulties in reading comprehension. This thesis is intended to answer the following research questions: (1) Can the implementation of Reciprocal Teaching Technique improve reading comprehension of the students at XI MIA 3 of SMA N 1 Lasem in the academic year of 2014/ 2015? (2) How is the improvement of students' achievement in analytical exposition text after being taught by using reciprocal teaching technique at XI MIA 3 of SMA N 1 Lasem in the academic year of 2014/ 2015? Those research question discussed through classroom action research at XI MIA 3 of SMA N 1 Lasem in the academic year of 2014/ 2015. The data was got from classroom and reciprocal teaching observation, test, and documentation. The data was analyzed by using descriptive analysis.

The result of the research shows that: (1) The implementation of reciprocal teaching technique to improve students' reading comprehension in teaching analytical exposition can improve students' reading comprehension. It was done in three cycles. In the first cycle, the researcher taught the students analytical exposition text by using reciprocal teaching technique in a whole class by grouping them into eight group that consist of four students for each group used fab four window. The same strategy applied in the second cycle by

using fab four window for pair group. The third cycle was independent cycle where the researcher asked the students to comprehend the text of analytical exposition individually by using individual chart of reciprocal teaching. (2) The improvement of students' achievement in teaching analytical exposition text after being taught by using reciprocal teaching technique was significant. After three cycles that conducted by the researcher, there was a significant improvement of students' achievement that can be seen from the result of the students' test, general observation and reciprocal teaching observation. In the preliminary research the average of the test was 2,15 , it was increasing become 2,94 in the first cycle, becoming 3,22 in the second cycle and reaching 3,5 in the third cycle. So did the result of the observation showed significant improvement. For general observation showed there was an improvement from 50% in preliminary research, became 56% in cycle one, 64% in cycle two, and reached 84% in cycle three. The result of reciprocal teaching observation showed 50% in cycle one, became 62,5% in cycle two and got 87,5% in cycle three.

The result of the research showed that the use of reciprocal teaching technique can improve students' reading comprehension in teaching analytical exposition text significantly.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“ So, verily, with every difficulty, there is relief. Verily, with every difficulty there is relief.”¹

¹ Abdullah Yusuf Ali, *The Holy Quran (Koran)*, (Riyadh: King Fahd Holy Quran Printing Complex, 1987), P. 320.

DEDICATION

This thesis is dedicated to:

1. My beloved Mom (Siti Fatimah) and Grandmother (Rohmah), who never stop to support and pray me in finishing this thesis with their love, advice and patience. Thanks for everything in making my education run well. I love you so much.
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All praises be to Allah SWT, who has given his mercy and bless for me until this thesis entitled “*The Use of Reciprocal Teaching Technique to Improve Students’ Reading Comprehension in Teaching Analytical Exposition Text (A Classroom Action Research at XI MIA 3 of SMA N 1 Lasem in the Academic Year of 2014/ 2015)*” can be completely finished as requirement for the Degree of Bachelor of Education in English Language Education.

I realize that I cannot complete this thesis without support, patience, cooperation, help and encouragement from a lot of people. Therefore, in this occasion I would like to deliver my thanks to all of them, especially to:

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Semarang, September 14th 2015

The writer,

A handwritten signature in black ink, consisting of several overlapping loops and lines, positioned above the printed name.

Mella Prasetya Windawati

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CHAPTER I

INTRODUCTION

This chapter explains about Background of The Research, Question of The Research, Objective of The Research, Significance of The Research, and Limitation of The Research.

A. Background of The Research

English is not the language of native speakers with the large number, but it has become a lingua franca, that can be defined as a language used for communication between two speakers whose have different native language and they used English as their second language.¹ In other word, it means that English is an International language that has big roles in many fields such as Education, Technology, Science, etc. In Indonesia, English has been taught as a foreign language and implemented in the curriculum of Indonesian schools. That policy is the result from an awareness of the importance of English in International fields. English learned widely either in the elementary schools, second schools or university levels. There are four skills in English that must be mastered, they are reading, writing, listening and speaking. Reading as the first phase has important role because the ability of students to covey the information in some texts is determined by students' comprehension in reading.

¹Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002), p. 1.

In fact, reading become a monotonous activity for the students because they should know the meaning of the words or sentences. It means that they should open up their dictionary to know the meaning of them one by one. In reading activity, students not only asked to know the meaning of some word solely but also the whole information of the text. Although to know the whole information of the text is the students should know the meaning of the words, but it will be bored if the students faced with the situation where they must open their dictionary oftentimes. Such as the statement of NadiahMa'mun in her book *Teaching English as a Foreign Language*, teaching reading as one of the aspects in English Language skill must be taught clearly and the material must be well understood by the students to avoid the uncomfortable atmosphere, because usually most of the students in conventional classes only hang up the information transferred by the teacher.² That is why words are not enough. In teaching learning process needs an activity that can involve students to be an active students. So, they can be encouraged to become independent and adventurous in the learning of language especially in reading.

This research is based on the phenomena that the students have difficulties to convey the whole information from a text. Sometimes there are teachers who instruct their students to read a

²Muhammad Nafi Annury and Nadiah Ma'mun, *Teaching English as A Foreign Language*, (Semarang: Varos Mitra Utama), P. 23.

text and ask them to convey the information from the text in front of the class independently. In fact, some students still confuse to find the best way to get the details of the text before they share with other students in the class. Finally, the teacher should re-explain the material, it works twice. When the teacher explanation being an ample part in teaching-learning process, students will stuck in their place, it means they have no improvement.

Teacher should think about an interesting strategy to teach reading in order to make students always pay attention to the teacher and enthusiastic in teaching-learning process, including in comprehending a reading text. Nowadays, there are a lot of alternatives to make an interesting teaching-learning process such as teach the students by using game, song, etc. So do reading, in reading there are many strategies can be used to improve the reading comprehension of the students.

One of strategies that can be used in order to improve the comprehension of students in reading is Reciprocal Teaching Technique. It can create an interactive learning in improving reading comprehension of the students. Reciprocal Teaching Technique is a reading comprehension strategy that used by teacher to make students comprehend the text they read by using fab four, four main steps. There are four thoughtfully integrated comprehension strategies –predict, question, clarify, and summarize-. Here, the students at XI MIA 3 of SMA N 1 Lasem faced by the fab four steps that applied whether in group or

individual task. The students not only guessed about the meaning or answered some question related to the text but also comprehended the whole content of the text and conveyed the information. They roled as a teacher and the teacher roled as a facilitator who gave feedback. This strategy made the students confident to convey what they got in every steps. The students created as independent students because they should comprehend the text well whether in group or individual task. Analytical exposition text chosen as a text that used in this research because this text has complex content where students can combine their basic knowledge to comprehen the text.

In this research, to improve reading comprehension of the students, the writer conducted a classroom action research entitle 'The Use of Reciprocal Teaching Technique to Improve Students' Reading Comprehension in Teaching Analytical Exposition Text (A Classroom Action Research at XI MIA 3 of SMA N 1 Lasem in the Academic Year of 2014/ 2015).

B. Question of The Research

1. How is the implementation of Reciprocal Teaching Technique to improve reading comprehension of the students in teaching analytical exposition text at XI MIA 3 of SMA N 1 Lasem in the academic year of 2014/ 2015?
2. How is the improvement of students' achievement in analytical exposition text after being taught by using

reciprocal teaching technique at XI MIA 3 of SMA N 1 Lasem in the academic year of 2014/ 2015?

C. Objective of The Research

1. To describe the implementation of Reciprocal Teaching Technique in improving students' reading comprehension of analytical exposition text at XI MIA 3 of SMA N 1 Lasem in the academic year 2014/ 2015.
2. To find out the improvement of students' achievement of analytical exposition text after being taught by using Reciprocal Teaching Technique at XI MIA 3 of SMA N 1 Lasem in the academic year of 2014/ 2015.

D. Significance of The Research

1. For School

By doing this research, the writer hopes that the school can implement this strategy in order to improve students' achievement.

2. For Teacher

By doing this research, the teacher is expected to be a creative teacher in creating teaching-learning process to improve reading comprehension of the students especially in reading. By using Reciprocal Teaching Technique, the writer hopes that it can decrease students' boredom when the teacher gets alternative way to teach the students. It will give reference for the teacher in selecting and determining strategy in teaching reading.

3. For Students

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

4. For Next Researchers

This research can be a reference for the next researchers to conduct a research by using Reciprocal Teaching Technique to improve students' reading comprehension.

E. Limitation of The Research

The scope of English is so board. The research may not be able to reach all the aspects to be studied as a whole. There are three points that specified in this research as follow:

1. The research subject of this research was the students at XI MIA 3 of SMA N 1 Lasem in the academic year 2014/ 2015.
2. The study focused on the improvement of students' reading comprehension in teaching analytical exposition.
3. The researcher only investigate Reciprocal Teaching Technique as a strategy to teach analytical exposition text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explicates about Theoretical Framework (General Concept of Reading, Reading Comprehension, Reciprocal Teaching Technique and Analytical Exposition Text), Previous Research, and Action Hypothesis.

A. Theoretical Framework

1. General Concept of Reading

a. Definition of Reading

In Islam, reading is an important activity for human. This is in accordance with the commandment of Allah SWT in verse 1-5 of surah Al-‘Alaq, the first divine revelation to Prophet Muhammad SAW:¹

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ أَكْرَمًا ﴿٣﴾
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Proclaim! (or read!) in the name of thy Lord and Cherisher, Who created- Created man, out of a (mere) clot of congealed blood: Proclaim! And thy Lord is Most Bountiful,- He Who taught (the use of) the pen,- Taught man that which he knew not” (QS. Al-‘Alaq `1-5)²

¹Kementerian Agama RI, *Syaamil Al-Qur'an Miracle the Reference*, (Bandung: PT. Sygma Examedia Arkanleema, 2010), p. 597.

²Abdullah Yusuf Ali, *the Holy Quran (Koran)*, (Riyadh: King Fahd Holy Quran Printing Complex, 1987), p. 320.

In the first verse, Allah SWT asks Prophet Muhammad SAW to read. There are various object to be read, they are the verses of Allah SWT that written in the Quran and the verses of Allah that does not written in the Quran such as in the universe with all the law of causality inside and what inside the men. The second verse gives information about the important of understanding the original process of human being with all potency inside themselves. Educational experts agree that the comprehension of human being as the important thing in formulating various policy related to the formula of educational purpose, material of education and educational method.³ In the third verse, Al Maraghi stated that the repetition of the word *Iqro'* in that verse based on the reason that reading is not leave behind the soul except with repeated and habituated it as a tradition.⁴ The word *Iqro'* has various meaning such as knowing, identifying, classifying, comparing, analyzing, concluding and proving that has close relation to the process of getting knowledge. The fourth and fifth verses explained by al-Maraghi that Allah make *qalam* as the media that human used to

³Abudin Natta, *Tafsir Ayat-ayat Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2014), P.43.

⁴Ahmad Mustafa al-Maraghi, *Tafsir al-Maraghi*, jilid XXX, (Semarang: PT. Karya Toha Putra, 1993), P. 347.

understand something, same as they understand through utterance. Later, al-Maraghi said that *al-qalam* is hard tool that does not contains elements of life and does not contain elements of comprehension.⁵ It is clear that Qur'an emphasizes on the importance of reading for human to open their mind in developing knowledge and understanding something in their live to get an easy access in mastering the world.

Reading is a receptive skill. Receptive skills are the way in which people extract meaning from the discourse they see or hear.⁶ Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound.⁷ Reading is a complex activity consist of making out the meaning of written language.⁸ So, reading is not an activity to read only. It can be regarded as a complex process to identify or predict a text or information in order to get the general understanding,

⁵Abudin Natta, *Tafsir Ayat-Ayat Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2014), P. 49.

⁶Jeremy Harmer, *The Practice of English Language Teaching*, (Pearson: Longman, 2001), P. 199.

⁷ M.E.S. Elizabeth, *Method of Teaching English*, (India: Discovery Publishing House, 2012), P. 278.

⁸Stevens Peter, *New Orientation in the Teaching of English*, (London: Oxford University Press, 1977), P. 109.

specific or detailed information in interpreting the text to take the meaning.

b. Reading Purpose

Many different things can be going on when a reader reads with a different purpose of reading. Basically, Harmer divide reading purpose into some categories:⁹

1) Instrumental

A large amount of reading takes place because it will help us to achieve some clear aim. For example, reading a road sign or instruction on a ticket machine to know how to operate something. In other words, someone has some kind of utilitarian or instrumental purpose.

2) Pleasurable

Another kind of reading takes place largely for pleasure. The example, reading a magazine or poetry. Reading for pleasurable helps students to improve their vocabulary, increase students' reading speed, improve students' comprehension and writing, gain more knowledge and find some examples of the many different ways people speak and write.¹⁰ So, it

⁹Jeremy Harmer, *The Practice of English Language Teaching*, (Pearson: Longman, 2001), P. 200.

¹⁰ Beatrice S. Mikulecky and Linda Jefries, *More Reading Power*, (NY: Pearson Education, 2004), P. 3.

can be said that the best reader that pleasure with their activity of reading are people who love to read and who read often.

3) Familiar Sensation

This one is like someone at the wheel of her/ his car, waiting at traffic light, taking a book out of the bag, ripping off the transparent wrapping and start reading the first line. A storm of honking breaks over. For this purpose, the reader maybe completely unconscious of how is reading and what is happening around him. He may be fully absorbed in the text he reads.

Other purposes stated by R.R Jordan, he said that the purpose can be different each other such as; to find information (fact, data, etc.), to understand ideas or theories, to seek authors' viewpoints, and to obtain evidence for their own point of view (and to quote) all of which may be needed for their writing, etc.¹¹

c. Models of Reading

There are three models of reading process that influence the reading comprehension:¹²

¹¹R.R Jordan, *English for Academic Purposes*, (UK: Cambridge University Press, 1997), P. 143.

¹²William Grabe and Fredericka L. Stoller, *Teaching and Researching Reading*, (United Kingdom: Licensing Agency Ltd. 2002), P. 32.

1) Bottom – Up

This models suggest that all reading follow a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with little interference from the reader's own background knowledge.

2) Top – Down

Assume that the reading is primarily directed by reader's goals and expectations. Top – down model characterizes the reader as someone who has a set of expectation about text information and samples of information from the text to find useful information. Top – down strategy that good readers employ, include:¹³ using background knowledge to assist in comprehending a particular text; scanning the text for headings, sub – headings to acquire abroad understanding before more detailed reading; skimming the text and thinking about the control, and then writing down a number of questions that you would like the text to answer for you; identifying the genre of the text, the type of text that we read can facilitate reading comprehension; discriminating between more and less important information for

¹³David Nunan, *Introducing Discourse Analysis*, (England: Penguin Book Ltd, 1993), P. 82.

example, discriminating between key information and supporting detail.

3) Interactive

This models suggest that fluent reading comprehension depends on mastery of grammar and vocabulary, and that automatic recognition is even more important than the use of context clues.¹⁴ This models are proposed for second language learners to give balanced emphasis to these top-down and bottom-up processes. In these models, the term interactive has three meanings: the interaction between the reader and the text, the interplay between lower-level and higher-level reading processes, the relationship between form (text structure) and function (genre) in text.

2. General Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading has a close relation with comprehending, it means that every reading needs comprehension. Comprehension is the process of understanding the meaning of the text includes the vocabulary and the

¹⁴ J. Michael O'malley and Lorraine Fandez Pierce, *Authentic Assessment for English Language Learner*, (USA: Addison-Wesley Publishing Company, 1996), P. 95.

sentences highlighted in the text. Reading comprehension is involves higher-order thinking skills and is much more complex than merely decoding specific words.¹⁵For general, reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading comprehension is a very complex task involving many different skills.¹⁶So, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language to understand the content, context and detail of the text.

b. Strategies of Reading Comprehension

In teaching reading comprehension, there are some strategies can be implemented to make the teaching-learning process more interesting in order to make students are understanding well about the material. Margaret Bouchard in her book, *Comprehension Strategies for English Language Learners*, stated that there are three categories of learning strategies of reading comprehension (Metacognitive, Cognitive and Socio-affective).

¹⁵ Caroline T. Linse and David Nunan, *Practical English Language Teaching: Young Learners*, (USA: McGraw-Hill ESL/ELT, 2006), P. 71.

¹⁶ Beatrice S. Mikulecky and Linda Jefries, *More Reading Power*, (NY: Pearson Education, 2004), P. vi.

1) Metacognitive strategies

Simply stated, metacognition means “knowing what we know” or to intentionally our own thinking (Baker and Brown, 1984).¹⁷ Some strategies in this categories are think aloud, question-answer relationship, generating interaction between schema and text, reading guide-o-rama, question guides, and previewing text.

2) Cognitive strategies

Cognitive strategies are strategies where a learner manipulates the material to be learned mentally (visualizing, for example) or physically (such as note-taking or creating graphic organizers).¹⁸ There are some strategies of cognitive strategies such as coding text, herringbone technique, opinion-proof, semantic feature analysis, guided imaginary, anticipation-reaction guide, mapping, selective highlight and note-taking, using graphic organizers and signal words to teach text organization/ structure, and question-research-outline-write.

¹⁷Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (USA: Scholastic Inc., 2005), P. 4.

¹⁸Margaret Bouchard, *Comprehension Strategies for English Language Learners*, P. 5.

3) Socio-affective strategies

Socio-affective category is cooperative strategy in which a learner interacts with one or more people in order to support learning.¹⁹ There are some strategies can be implemented such as reciprocal teaching, request procedure, cued retell-oral or written, peer tutoring, think-pair-share, jigsaw classroom, and collaborative reading and alternative text.

3. General Concept of Reciprocal Teaching Technique

a. Definition of Reciprocal Teaching Technique

Cambridge Advance Learners' Dictionary defines 'reciprocal' as "a reciprocal action or arrangement involve two people or groups of people who behave in the same way or agree to help each other and give each other advantages".²⁰ Meanwhile the word 'teaching' is from the word 'teach', it is defined as "to give someone knowledge or to train someone".²¹ Technique is a particular way of doing something especially one in which you have to learn

¹⁹Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (USA: Scholastic Inc., 2005), P. 5.

²⁰ Walter Elizabeth, *Cambridge Advance Learner's Dictionary*, (Cambridge: Cambridge University Press), P. 1187.

²¹Walter Elizabeth, *Cambridge Advance Learner's Dictionary*, (Cambridge: Cambridge University Press), P. 1492.

special skill.²² Lori D. Oczkus states that reciprocal teaching is a scaffolded discussion technique that incorporates four main strategies – predicting, questioning, clarifying, and summarizing –that good readers use together to comprehend text.²³

Margareth, in her book, *Comprehension Strategies for English Language Learners*, 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 own comprehension.²⁴ 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 that definitions, reciprocal teaching means an activity consist of two people or groups of people that trained by the teacher to reach the goal or

²² A. S. Homby, *Oxford Advance Learners’ Dictionary*, (UK: Oxford University Press, 1995), P. 1226.

²³Lori D. Oczkus, *Reciprocal Teaching at Work*, (USA: International Reading Association, 2010), P. 16.

²⁴Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (USA: Scholastic Inc., 2005), P. 95.

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. The Goal of Reciprocal Teaching Technique

Generally, the original goal of Reciprocal Teaching is to improve students' reading comprehension. Meanwhile, there are some specific goals that can be reached in implementing Reciprocal Teaching:²⁵

- 1) To improve students' reading comprehension using four comprehension strategies: predicting, questioning, clarifying, and summarizing
- 2) To scaffold the four strategies by modeling, guiding, and applying the strategies while reading
- 3) To guide the students to become metacognitive and reflective in their strategy use
- 4) To help students monitor their reading comprehension using the four strategies
- 5) To use the social nature of learning to improve and scaffold reading comprehension
- 6) To strengthen instruction in a variety of classroom setting –whole class sessions, guided reading groups, and literature circles-

²⁵ Lori D. Oczkus, *Reciprocal Teaching at Work*, (USA: International Reading Association, 2010), P. 2-3.

- 7) To be part of the broader framework of comprehension strategies that comprises (1) Previewing –Activating prior knowledge, predicting, and setting a purpose- (2) Self-questioning – Generating questions to guide reading- (3) Making connection –Relating reading to self, text, and world- (4) Visualizing –Creating mental pictures- (5) Knowing how word work –Understanding words through strategic vocabulary development, including the use of gramophonic, syntactic, and semantic cueing systems- (6) Monitoring –Asking whether a text makes sense and clarifying by adapting strategic processes- (7) Summarizing –Synthesizing important ideas- (8) Evaluating –Making judgment-.
- c. Setting of Reciprocal Teaching Technique

In determining steps when implementing reciprocal teaching, the teacher should consider about the setting of the classroom. There are three different classroom setting base in implementing reciprocal teaching –Whole class sessions, Guided reading groups, and literature circle-. Each classroom setting has its own goal.²⁶

²⁶ Lori D. Oczkus, *Reciprocal Teaching at Work*, (USA: International Reading Association, 2010), P. 11.

Classroom Setting	
Whole-class session	To establish common language and terms To provide reinforcement in core required reading and content area reading throughout the school day
Guided reading group	To reinforce or introduce reciprocal teaching strategies in a teacher-led, small-group setting To provide extra support or intervention to students who struggle or to English-language learners
Literature circles	To release responsibility to students for reciprocal teaching strategies To reinforce and strengthen student uses of reciprocal teaching strategies

d. Steps in Teaching Reciprocal Teaching Technique

1) Predicting

Most of people often define predicting as a form of guessing, it can be said that predicting is previewing the text to anticipate what may happen next. Predicting is a strategy that assist students in setting a purpose for reading and in monitoring their reading comprehension.²⁷ It will make them more likely to become interested in the reading material while improving their understanding.

²⁷ Lori D. Oczkus, *Reciprocal Teaching at Work*, (USA: International Reading Association, 2010), P. 19.

There are some differentiation between predicting fiction and non fiction text, it will show by the table bellow.²⁸

Predicting With Fiction	Prediction With Nonfiction
<ul style="list-style-type: none"> • Preview cover, title, and illustration • Preview text structure looking for clues using story structure: setting, characters, problem, resolution, events, and a theme or lesson • Use the frame: I think this is about...because... 	<ul style="list-style-type: none"> • Preview headings, illustration, and text features, such as maps, caption and table • Look for clues to predict • Preview text structure and decide if it is compare-contrast, sequence, main idea and detail, cause-effect • Use the frame: I think I will learn...because...

The other frames that can be used to predict are:²⁹

- I think...
- I'll bet...
- I wonder if...
- I imagine...
- I suppose...
- I predict...
- I think...will happen because..., etc.

²⁸ Lori D. Oczkus, *Reciprocal Teaching at Work*, P. 18.

²⁹ Lori D. Oczkus, *Reciprocal Teaching at Work*, (USA: International Reading Association, 2010), P. 18.

2) Questioning

Questioning is an important strategy for good readers. In reciprocal teaching lessons, students learn to generate questions about a text's main idea and important details, and about textual inferences, thereby improving students' reading comprehension skill.³⁰ During reciprocal teaching discussion, students can be asked to 'be a teacher' as they create question to ask one another that are based on important point in the reading. So, students automatically increase their reading comprehension when they read the text and generate the question.

3) Clarifying

Clarifying is more than just figuring out difficult words in a text, it is keeping track of one's comprehension of the text and knowing fix-up strategies to maintain meaning during reading. Clarifying is a complex strategy that involves two basic steps: (1) identifying or admitting that one is stuck on a word or idea, and then (2) figuring out how to remedy the situation.³¹ It will help the students monitor their own comprehension as they identify

³⁰ Lori D. Oczkus, *Reciprocal Teaching at Work*, (USA: International Reading Association, 2010), P. 20.

³¹ Lori D. Oczkus, *Reciprocal Teaching at Work*, , P. 20-21.

problems they are having in comprehending portion of text or figuring out difficult words.

Students can be taught to identify difficult words readily but it more difficult for some of students to recognize unclear sentences, passages, or chapters. Perhaps the difficulties occur because even though students can read every word in a given portion of text, they still do not understand the main idea of the reading text, this reason that make clarifying strategy is important in reciprocal teaching to increase students' comprehension.

The language of clarifying may include the following prompts:³²

a) Identifying the problem

- (1) I didn't get (the word, sentence, part, visual, chapter) so I (used fix-up strategies, reread, read on, broke the word into parts, skipped it, asked a friend, thought about my connection)
- (2) I didn't understand the part where...
- (3) This (sentence, paragraph, page, chapter) is not clear. This doesn't make sense
- (4) I can't figure out...
- (5) This is a tricky word, because...

³² Lori D. Oczkus, *Reciprocal Teaching at Work*, (USA: International Reading Association, 2010), P. 21-22.

b) Clarifying strategies

To clarify an idea	To clarify a word
<ul style="list-style-type: none">▪ I reread the part that I don't understand▪ I read on to look for clues▪ I think about what I know▪ I talk to a friend	<ul style="list-style-type: none">▪ I reread▪ I look for word parts that I know▪ I try to blend the sounds together▪ I read on to find clues▪ I think of another word that looks like this word▪ I try another word that makes sense

4) Summarizing

Summarizing is extremely important because strong evidence exists that practice in summarizing improves students' reading comprehension of fiction and nonfiction alike, helping them construct and overall understanding of a text, story, chapter or article. Summarizing is a complex process that requires the orchestration of various skills and strategies, including recalling important events or details, ordering points, and using synonyms or selecting vocabulary.³³ In this sense, summarizing is a complex process that requires the orchestration of various skills and strategies, including recalling

³³ Lori D. Oczkus, *Reciprocal Teaching at Work*, (USA: International Reading Association, 2010), P. 23.

important details, and using synonyms or selecting vocabulary. In reciprocal teaching, students are provided with frequent opportunities to witness others' summarizing and to participate in creating their own summaries, which helps them become more proficient readers. To improve students' abilities in summarizing, the teacher can ask the students to share their opinion related to the text or motion by themselves.

During reciprocal teaching, the teacher and students take turns modeling summarizing throughout a text. Students may use some prompts to guide their summaries such as:

- a) The most important ideas in this text are...
- b) This part was mostly about...
- c) First,...next...then...finally...
- d) The story takes place...
- e) The main character are...,etc.

4. General Concept of Analytical Exposition Text

a. Definition of Analytical Exposition Text

Analytical Exposition is a kind of text type that presents one side of an issue in a form of arguments. In other word, it can be said that an analytical exposition is used to argue point of view or to persuade the audience to

do something, to persuade the reader or listener that something is the case.³⁴ Analytical exposition text can be found in legal defenses, spoken arguments, advertisement, announcement, radio commercial and leaflet. Analytical exposition also the text that elaborates the writer's idea about the phenomenon surrounding. It is to show the readers that the idea is the important matter.

b. Structure of Analytical Exposition Text

1) Schematics of Analytical Exposition Text

The generic structure of analytical exposition text are:³⁵

a) Thesis

Thesis is part of analytical exposition text that introduce the topic and indicate the writer's position. It consists of the author's point of view or writer's position and preview that outlines the main argument to be presented.

b) Arguments

Arguments are part of analytical exposition text that explain some arguments to support the writer's position. It consists of point that restates main arguments outlined in preview and

³⁴Entika Fani Prastikawati and Siti Musarokah, *Writing 3 Handouts and Assignments*, (Semarang: IKIP PGRI Press, 2010), P. 42.

³⁵Entika Fani Prastikawati and Siti Musarokah, *Writing 3 Handouts and Assignments*, P. 43.

elaboration that develops each point of arguments.

c) Reiteration

Reiteration is part of analytical exposition text that restates the writer's position. In this part, the author is restating the author's point of view and a conclusion summing up the arguments.

2) Language Features of Analytical Exposition Text

There are some language features of analytical exposition text such as:³⁶

a) Use of Simple Present Tense

Tense that use in analytical exposition text is present tense. It is to show an original opinion from the writer at that time. When the author argues about something in the case, the present tense is predominantly used.

For example: the office has a large efficient staff.

b) Use of Modality

The use of modality is to show an explicitness opinion from the writer, it used to persuade the reader based on the writer's point of view.

For example: it can be clearly seen that...

³⁶Entika Fani Prastikawati and Siti Musarokah, *Writing 3 Handouts and Assignments*, (Semarang: IKIP PGRI Press, 2010), P. 43.

c) Use of Material Processes

In the analytical exposition text used material processes or action verb. It means that there is a clear action do by the subject.

For example: go, come, etc.

d) Use of Relational Processes

Relational processes that used in analytical exposition also called as linking verb that connected to the subject of complement.

For example: to be, consist of, to be classified into, to be identified as, etc.

e) Use of Mental Processes

Mental processes also called as thinking verb is verb that has close relation with someone's perception, sensing and thinking.

For example: think, conclude, love, taste, etc.

f) Focus on Generic Human and Non-Human Participant

In analytical exposition, when the writer compose the text, the writer will make it in general, so that there is no gap between one and the others. It means that the writer focus on generic human and non-human participant.

For example: The Accredited Schools, not mention the name of the school.

g) Reasoning Expressed as Verb and Noun

In analytical exposition text, the argument from the writer should have a reason minimally. The reason that delivered by the writer expressed as a verb and noun.

For example: Firstly, the office has a large efficient staff which includes barristers, solicitors, accountants, values, legal aspect is very well covered.

‘Has a large efficient staff’ shows as a noun and ‘very well covered’ shows as a verb, both of them are argument from the writer.

c. Example of Analytical Exposition Text

It is a well-known fact that it is a dilemma for many people to make a will, without the added problems of deciding who should draw up this document. This task is made simple with the availability of service from Public Trust Officer.

Firstly, the office has a large efficient staff which includes barristers, solicitors, accountants, values, legal aspect is very well covered. Also the charges need consideration. Here at this office there are no charges for making or the holding of a will. Furthermore, the Public Trustee is guaranteed by the State of Queensland and has

special powers to solve problems or simplify procedures which, in the long term, save expense.

Therefore, it can be clearly seen that there is only one sound choice in making your will –the Public Trustee- as it is permanent, efficient, and secure. You should consider this.³⁷

B. Previous Research

There are some research conducted in improving reading comprehension of the students. Related to this research, the writer chose some literatures about previous research that have close relation to this research.

1. Thesis entitle *Improving Students' Reading Comprehension Skill Through Vocabulary Drill (A Classroom Action Research with Eight Grade of SMP NU 09 Rowosari Kendal in the Academic Year of 2008/ 2009)* by Komarudin (3104222), English Language Department, Tarbiyah Faculty, Walisongo State Institute of Islamic Studies Semarang. He conducted his research based on the importance of reading comprehension because the students' comprehension in understanding reading text still low then he did a research by using vocabulary drill strategy. His research showed that the score of the students were increased from the first cycle's

³⁷Entika Fani Prastikawati and Siti Musarokah, *Writing 3 Handouts and Assignments*, (Semarang: IKIP PGRI Press, 2010), P.43.

mean was 6,5 became 7,05 in the second cycle, and 7,8 in the last cycle. It means that students' reading comprehension were increased.³⁸

This current research differed from this research in having the strategy, the subject of the research and the text type. The strategy that used by him was vocabulary drill while the writer was conducted his research by using reciprocal teaching technique. His subject of research was junior high school while the writer was conducted her research at senior high school. In his research, he did not specify the text he used while the writer underlined her research in teaching analytical exposition text. The similarly is both his research and the writer's research are focused on improving students' reading comprehension.

2. Thesis entitle *Improving Reading Comprehension Through Reciprocal Teaching Technique(A Classroom Action Research at the First Grade of MTs Hidayatul Umam, Cinere, Depok in the Academic Year of 2010/ 2011)* by Nurulia Dwi Febriani (1070014000760) from English Department, Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta. She did her research because there are many students who have some difficulties in learning

³⁸Komarudin (3104222), "Improving Students' Reading Comprehension Skill Through Vocabulary Drill", *Thesis* (Semarang: Tarbiyah Faculty of Walisongo State Institute of Islamic Studies Semarang, 2009), p. iv.

English especially when learn about text type. Most of students cannot understand the content of the text. She conducted the research at VII-5 of MTs Hidayatul Umam by using reciprocal teaching technique to improve students' reading comprehension in teaching descriptive text. Based on her research, the result showed that the mean of the first cycle is 55,54; the second cycle's mean is 64,87; and the last cycle's mean is 72,57. The result of the research was proved that students' comprehension were improved after taught using reciprocal teaching technique.³⁹

The differences between her research and the writer's research are the text type that used to improve students' reading comprehension, the subject of the research, and the implementation of reciprocal teaching technique. She used reciprocal teaching technique to teach descriptive text, while the writer used it to teach analytical exposition text. Besides, she conducted her research at MTs while the writer at Senior High School. Further, the implementation of reciprocal teaching technique that implemented by her was general while the writer was implemented the strategy more systematic by using the fab four, four main steps, to create cooperative and active atmosphere. The similarly is both her research and the

³⁹Nurulia Dwi Febriani (1070014000760), "Improving Reading Comprehension Through Reciprocal Teaching Technique", *Thesis*, (Jakarta: Tarbiyah and Teachers' Training Faculty of Syarif Hidayatullah State Islamic University Jakarta, 2011), p. i.

writer's research are using reciprocal teaching technique to improve students' reading comprehension.

C. Action Hypothesis

Hypothesis is a conjecture or a guess at the solution to a problem or the status or situation..⁴⁰ The hypotheses of this research are:

1. The implementation of reciprocal teaching technique can improve students' reading comprehension in teaching analytical exposition text at XI MIA 3 of SMA N 1 Lasem in the academic year of 2014/ 2015.
2. The students' achievement at XI MIA 3 of SMA N 1 Lasem in the academic year of 2014/ 2015 in teaching analytical exposition text is improved after being taught by using reciprocal teaching technique.

⁴⁰William Wiersm, *Research Method in Education, An Introduction*, (USA: Allyn and Bacon, 1999), P. 40

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about Research Method, Setting and Time of The Research, Subject and Collaborator of The Research, Procedure of The Research, Data Collection Technique, Data Analysis Technique, and Indicators of Achievement.

A. Research Method

The approach of this research is naturalistic approach in which the result of the research explained descriptively. Based on the question research, the kind of this research is action research. The research method used in this research is classroom action research. The main purpose is to find solutions of the problem and enable teachers to improve aspect of teaching or learning in reading comprehension of analytical exposition text.

1. Definition of Classroom Action Research

In this research, the researcher uses the form of action research as stated by Pelton that is an approach to improve the teaching practice systematically.¹ Cohen said that action research is a powerful tool for change and improvement at a local level.² It is widely used in education especially by

¹Robert P. Pelton, *Action Research for Teacher Candidates*,(USA: Rowman& Littlefield Education, 2010), P. 3.

²Louis Cohen, Et Al, *Research Method in Education*, (Taylor and Francis: e-Library, 2007), P. 297.

teachers who use it to improve their teaching. Further, it can be stated that action research is concern equally with changing individuals, on the one hand, and on the other, the culture of the groups, institution and societies to which they belong.

Classroom action research means an action research that do in a classroom. Based on Trianto, classroom action research is a research that implemented in a class to know the effects related to the strategy used in a research subject.³ Dave Ebbut declares that classroom action research is about systematic study of attempts to improve educational practice group of participants by means of their own reflection upon the effect of those action.⁴ According to those explanation, it can be concluded that classroom action research is a systematic study do by researchers where the implementation of it is in the classroom and its' goal is to improve students' knowledge that consist of the relation of the teacher and students.

2. Characteristic of Classroom Action Research

There are three characteristics of classroom action research that stated by Trianto. They are Sustainable where the research should do continually, self-evaluative where the

³Trianto, *Panduan Lengkap Penelitian Tindakan Kelas (Teori dan Praktik)*, (Jakarta: Prestasi Pustakarya, 2011), P. 13.

⁴Trianto, *Panduan Lengkap Penelitian Tindakan Kelas*, P. 15.

researcher should review the research, and flexible means that the activity of each cycles of the research are based on the evaluation of the previous cycle.⁵

Other characteristics of classroom action research states by Priyono as follow: (1) on the job problem oriented, problem which is being investigated appears from the authority of the researcher that faced by students everyday. (2) problem solving oriented, the research is oriented in the problem solving. (3) improvement oriented, the research emphasizes on the improvement of quality. This concept is according to the principle of critical research: research has to construct product oriented. (4) multiple data collection, several ways of collecting data. (5) internalization between theory and practice, they are two different steps that are interdependent and both of them used to support transformation.⁶

Based on those characteristics, it can be seen that teacher is the person that has close relation with the students in the classroom. So, he or she is the right person to be a collaborator or researcher based on some reasons. First, he or she is the person who can observe the students continually. Second, teacher always has interaction with students , from

⁵Trianto, *Panduan Lengkap Penelitian Tindakan Kelas*, P. 20.

⁶Subyantoro, *Penelitian Tindakan Kelas*, (Semarang: Badan Penerbit Universitas Diponegoro, 2009), P. 10.

the interaction between teacher and students can be done a reflection to have good outcomes. Third, he or she is always teach the students about the theory and practice. The last, teacher has improvement oriented to make the students have good quality.

3. Aim of Classroom Action Research

The aim of classroom action research are improving the quality of learning practice in the school, improving the relevance of education, improving the quality of education, improving the efficiency of education management.⁷ So, classroom action research can be said success or reached the goal when there is an improvement whether in the process of learning or program of the school.

4. Procedure of Classroom Action Research

a. Planning

This is the first step before do the other steps. In this step, researcher arrange who, what, when, where and how the action will be done. In making a plan, teacher and researcher work together to decide teaching material.⁸ Planning can be divided into three stages, they are long term planning which may be for a whole term, short term

⁷Basrowi and Suwandi, *Prosedur Penelitian Tindakan Kelas*, (Bogor: Ghalia Indonesia, 2008), P. 52.

⁸Saekan Muchith, Et Al, *Classroom Action Research*, (Semarang: RaSAIL Media Group, 2009), P. 53.

planning which might be for a unit of work, and lesson planning for individual lessons.⁹ So, planning here is short planning where the research should be done in certain time and lesson planning that needed in teaching learning process where it should be done before the teaching learning process itself.

b. Acting

This section discusses about the steps and activities that would be taken by the researcher. It means that a researcher implemented the plan, which is made in previous phase in the field of research.¹⁰

c. Observing

This phase is the process of data collecting from the action to know how far the action has reached the goal. Observation should be done at the same time with the action.¹¹ So, the researcher do the observation while they do the action.

d. Reflecting

Reflecting means an activity to recall something happened.¹² In this step, there is an answer from the

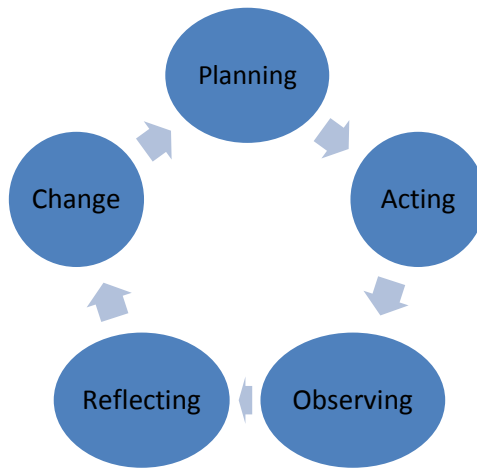
⁹Wendy A. Scott and Lisbeth H. Yethberg, *Teaching English to Children*.(London: Longman, 1990), P. 98.

¹⁰Trianto, *Panduan Lengkap Penelitian Tindakan Kelas*, P. 39.

¹¹Saekan Muchith, Et Al, *Classroom Action Research*, P. 56

¹²Saekan Muchith, Et Al, *Classroom Action Research*, P. 57.

question what, how and to what extent this intervention has produced changed significantly. In this phase researcher makes a reflection about what they had in previous steps and what should they do to the next steps. Those phases above can be illustrated in a chart as follow:¹³



B. Setting and Time of The Research

The research is classroom action research that conducted at XI MIA 1 of SMA N 1 Lasem in the academic year of 2014/ 2015. The location of the school is on Jl. SunanBonang No. 1, Ngemplak Village, LasemRembang Regency 59271, Central Java.

¹³Hitchcock and David Huges, *Research and the Teacher: A Qualitative Introduction to School-Based Research*, (London: Routledge, 1995), 2nded, P. 29.

This research conducted from January 2015 until April 2015 because there are some agendas had by the school that cannot be changed. The time of the research can be seen as follows:

1. On January, 31st 2015, the researcher began to permit to the headmaster of SMA N 1 Lasem to conduct her research, learned the way how the teacher taught the students during teaching-learning process, and took a part in teaching learning process by giving material about analytical exposition text. Then, the researcher took pre-cycle and preliminary test to measure the comprehension of the students after observed the class to know the condition of the students in the classroom.
2. On March, 7th 2015, the researcher began to take first cycle. This is the first step for the researcher taught explanation text using reciprocal teaching, the implementation of reciprocal teaching for the first cycle is in a whole class setting that divided into some groups, after that the researcher gave a test for the students as a reflection.
3. On March, 21st 2015, the researcher changed the setting of reciprocal teaching from whole class setting to small-guided group setting by grouping students into pair to gain more comprehension about analytical exposition text, after that the researcher gave a test to the students. This stage is cycle 2.
4. On April, 4th 2015, the researcher implemented independent reciprocal teaching, means that the researcher made reciprocal

teaching become a perfect technique for the students in comprehending analytical exposition text individually, not in the whole class or small-guided group setting. After that, the researcher gave a last test to the students. This stage is cycle 3 of the research.

C. Subject and Collaborator of The Research

Based on the recommendation from the English teachers of SMA N 1 Lasem, the subject of this research was the students of XI MIA 3 of SMA N 1 Lasem in the academic year of 2014/ 2015. The number of the students was 32 students. The subjects were male and female students. This research has done at second semester in the academic year of 2014/ 2015. Collaborator is someone who helps in work.¹⁴ Based on that explanation, the collaborator of this research is someone who helps the researcher in collecting the data. The main collaborator for this research was the English teacher of XI MIA 3 of SMA N 1 Lasem. Besides, the principal and the vices of SMA N 1 Lasem, the English Teachers and teachers of SMA N 1 Lasem, the office workers and the librarian also became the collaborators of this research. They helped the researcher in collecting data and analyzing the data. So, the result of this research is objective.

¹⁴Victoria Bull, *Oxford Advanced Learners' Dictionary*, (New York: Oxford University Press, 2010), 8th edition, P. 277.

D. Procedure of The Research

This research had three cycles. Here were the procedures of the research:

1. Preliminary Research

In this phase, the researcher attended the school for asking permission to the principal of the school. Then, researcher entered XI MIA 3 to observe the situation, condition and behaviour of the students. Besides, the researcher learned about the teacher behaviour in teaching learning process. In this phase, researcher needed to know the comprehension of students in analytical exposition text and she gave a preliminary test to the students. So, preliminary test was done in this phase.

2. Cycle One

a. Planning

Researcher arranged lesson plan and made the instrument of observation, general observation and reciprocal teaching observation. Then, she made the media of teaching consist of slides to teach analytical exposition and introduce reciprocal teaching, and fab four window of reciprocal teaching for group task. Besides, the researcher also made questions of test to test or measure students' comprehension.

b. Action

Researcher explained what analytical exposition is, introduced reciprocal teaching by showing video and explaining the rule, divided students into eight groups consist of four students for each group, gave text of analytical exposition for each group, instructed students to work based on the steps of reciprocal teaching, guided and facilitated each groups to present their result, monitor the whole discussion, reviewed the material, and the last activity was gave test to the students.

c. Observation

This phase is done to know the students' activities and responses in implementing reciprocal teaching technique while teaching learning process, and students' understanding toward the material given by the researcher. Observation is done while teaching learning process. Besides the general observation, the researcher also observed the class by using reciprocal teaching observation to know how far students understood about the use of reciprocal teaching technique in comprehending analytical exposition text.

d. Reflection

The researcher and collaborator, here is the English teacher of XI MIA 3, discussed about the unity of first cycle activities to be reflected. The point that

reflected by the researcher and collaborator were not only from students' side, how is the students' activities during teaching learning process, but also researcher side, how clear the researcher explained the material and guided or facilitate the students in implementing the strategy.

3. Cycle Two

This cycle is done after the researcher made a reflection of the activities in cycle one and got the solution to develop the teaching learning process in the second cycle to be better.

a. Planning

Researcher arranged lesson plan and made the instrument of observation. Besides, she made the media of teaching consist of slides to teach analytical exposition, and prepared fab four window of reciprocal teaching for pair. The researcher also made questions of test to test and measure students' comprehension.

b. Action

Researcher showed text of analytical exposition that should discussed by the students, asked students to determine generic structure and language features of the text, divided students to work in pair in discussing the text used reciprocal teaching technique, gave text of analytical exposition for each pair, instructed students to work based on the steps of reciprocal teaching, guided and facilitated

some to present their result, monitor the whole discussion, reviewed the material, and the last activity was gave test to the students.

c. Observation

This phase is done to know the students' activities and responses in implementing reciprocal teaching technique while teaching learning process, students' understanding toward the material given by the researcher, and students' attitude during teaching learning process. Observation is done while teaching learning process.

d. Reflection

The researcher and collaborator discussed about activities of first cycle to be reflected, how is the students' activities during teaching learning process and how is the researcher explained the material and guided or facilitate the students in implementing the strategy.

4. Cycle Three

Cycle three is the last cycle of this research. This cycle is done after the researcher evaluated and reflected her performance in the second cycle. Further, this cycle hoped as the last cycle to get the best data.

a. Planning

Researcher arranged lesson plan and made observation's instrument. She made the media of teaching consist of slides to teach analytical exposition,

and created an individual basic comprehension chart of reciprocal teaching for every students. The researcher also made questions of test to test and measure students' comprehension of analytical exposition text.

b. Action

Researcher showed texts of analytical exposition that should discussed by the students, asked students to determine generic structure and language features of the text, instructed students to work individually in implementing the steps of reciprocal teaching technique, gave text of analytical exposition for every students, instructed students to work based on the steps of reciprocal teaching, guided and facilitated some to present their result, monitor the whole discussion, reviewed the material, and the last activity was gave test to the students.

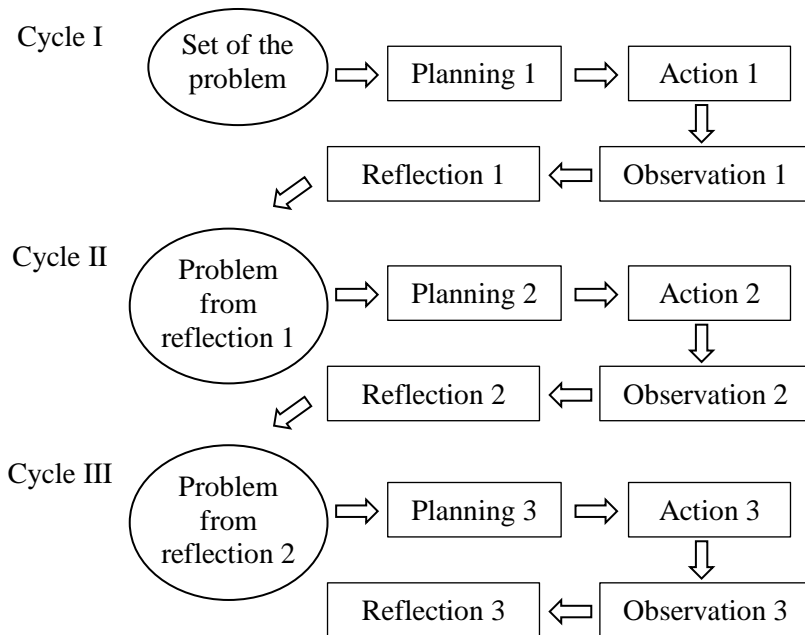
c. Observation

This phase is done to know the students' activities and responses in implementing reciprocal teaching technique while teaching learning process, students' understanding toward the material given by the researcher, and students' attitude during teaching learning process. Observation is done while teaching learning process.

d. Reflection

The researcher and collaborator discussed about activities from the first cycle. They evaluated the researcher performance in teaching the students, how is the explanation of the researcher and how can the researcher be a good facilitator while the whole discussion. They also reflected the whole package of the previous cycles and made conclusion from all the cycles.

The scheme of the research is:



E. Data Collection Technique

1. Observation

Observation is a process of collecting the data observation, where the researcher or observer sees or observes the research situation.¹⁵ So, observation can be done through eyes, ears, and other body senses. In this research, observation used to monitor the activity of the students during the teaching learning process. The type of the observation is descriptive observation that described the situation and activities in the classroom. The data that had been observed were students' attention toward the teacher's explanation, students' enthusiasm in teaching learning process, students' enthusiasm in finding the meaning of difficult word, students' activeness in doing discussion, students' interaction to the others and the teacher. Besides that general observation, the researcher also did the observation used reciprocal teaching technique observation list.

2. Documentation

Documentation is done to get information explicitly. Document is note of past event. It needed to record students' activity and teacher in teaching learning process such as

¹⁵Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: Indeks Penerbit, 2010), 2nd ed, P. 66.

photo or video.¹⁶ Documentation that done in this research were picture of teaching learning process in the classroom, observation notes, syllabi, lesson plan, students' attendance, students' score and students' task.

3. Test

Test is a stimulus that given to someone in order to get answer or score.¹⁷ The test used in this research was written form. The kind of the tests were multiple choice, essay and vocabulary meaning. Those kind of tests was chosen because it kinds of test that represent reading comprehension test, the scoring was easy to do and describe. There were 10 multiple choices, 5 essay and 10 vocabulary meaning in every test. The score of the students from the tests were used to know the improvement of the students after being taught by reciprocal teaching technique.

F. Data Analysis Technique

1. Observation

Observation used in collecting the data. Observation done in the classroom while teaching learning process to monitor the activity of the students, learn the teaching style of the teacher and fill the observation checklist to be described. In

¹⁶Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), P. 93.

¹⁷Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, P. 78.

this research there are two kind of observation, they are general observation and reciprocal teaching observation.

a. General observation

There are five indicators for this observation. The scale of the score is from 1 up to 5 for each indicators, the explanation is:

Score	Quantity of students
1	None
2	Few
3	Half
4	Many
5	Majority

The formula is:

$$P = \frac{X}{Xi} \times 100\%$$

P = percentage of the score

X = total score

Xi = maximum score¹⁸

The rubric used to describe the data is:

Category	Percentage
Poor	0% - 20%
Fair	21% - 40%
Average	41% - 60%
Good	61% - 80%
Excellent	81% - 100%

¹⁸Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), P. 94.

b. Reciprocal teaching observation

The strategy of this research is reciprocal teaching. To know whether the students good in implementing every steps or not, the observation was used. There are four steps of reciprocal teaching. The scale of the score in every steps is from 1 up to 4, the explanation is:

Score	Category
1	Beginning
2	Developing
3	Proficient
4	Exemplary

The formula is:

$$P = \frac{X}{Xi} \times 100\%$$

P = percentage of the score

X = total score

Xi = maximum score¹⁹

The rubric used to describe the result is:

Category	Percentage
Poor	0% - 24%
Far	25% - 49%
Good	50% - 74%
Excellent	75% - 100%

¹⁹Rosma Hartiny, *Model Penelitian Tindakan Kelas*, P. 94.

2. Test

Test is given in every cycle to know the improvement of achievement of the students. The mean is arithmetical average which is obtained by adding the sum offset score and dividing the number of the students. The formula is:²⁰

$$M = \frac{\sum x}{n}$$

M = mean

$\sum x$ = total score

n = total students

The formula above is used to find the mean of singular data. From the result, the researcher analyzed to find the improvement of students.

G. Indicators of Achievement

This research said to be a success research if the indicators of the achievement are reached. The indicators of achievement in this research are:

1. The average of students' achievement in English is equal or higher than the minimum score established by the school (2.7).
2. Students who reach the minimum score (2.7) are equal or higher than 80% of total students in the research.

²⁰Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali, 2010), P. 81.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

This chapter describes about Description of The Implementation, The Improvement of Students' Reading Comprehension in Analytical Exposition Text, and Indicators of Successfulness.

A. Description of The Implementation

This chapter deals with description and implementation of the research. In this chapter, the researcher would like to describe and discuss the research finding. As explained in previous chapter, the researcher would like to describe the implementation of reciprocal teaching technique in teaching reading comprehension at XI MIA 3 of SMA N 1 Lasem in the academic year of 2014/2015 to find out the improvement of students' achievement in reading comprehension of analytical exposition. This research used classroom action research. Its purpose is to find solutions of the problem and to enable the teacher to get improvement of the achievement and comprehension of the students in reading comprehension of analytical exposition. Here, the researcher presents the result of the research and the analysis of the data in every cycles.

1. The Analysis of Preliminary Research

The preliminary research was conducted on Saturday, 31st of January 2015. It began by asking permission to the

headmaster of SMA N 1 Lasem. After that, the researcher interviewed the English teacher. Here, the teacher told if the students' interest and ability toward English were low. It makes the students' reading comprehension also low. That condition caused beside their vocabulary were limited also their comprehension in understanding the whole of the text were low. Other reason is the teaching of reading was monotonous, only read the text.

After interviewed the English teacher, the researcher entered XI MIA 3 to observe the activity of the students. Based on the observation, the researcher knew some facts that happened in the class during teaching learning process. The method that used by the teacher was still conventional, she only taught students the material by opening the book and doing the exercise on the book. The teacher did not use a strategy that can improve students' interest in learning English. When the teacher explained the material in front of the class, there were some students who did not pay attention to her, played their gadget, chatted with their mate, and did task of other subject. They had no enthusiasm to ask related the material.

In this phase, the researcher gave a preliminary test. This test conducted to know how far the students ability in comprehending texts of analytical exposition. There were two texts of analytical exposition text and the test consist of 10

multiple choices, 5 essay and 10 vocabulary meaning. The scores of preliminary test that got by the students were not satisfying yet. The researcher concluded that the students had difficulties in comprehending the text. Then, the researcher tried to arrange a strategy that can improve students' comprehension of analytical exposition text.

Table 4.1
Observation checklist of Preliminary Research

No	Indicator	Score					Total
		1	2	3	4	5	
1.	Students' attention toward the teacher's explanation			√			3
2.	Students' enthusiasm in teaching learning process		√				2
3.	Students' enthusiasm in finding the meaning of difficult words		√				2
4.	Students' interaction to others and teacher			√			3
Total score							10

The score of observation as below

$$\begin{aligned}
 \text{Percentage of the score} &= \frac{\text{total score}}{\text{maximum score}} \times 100\% \\
 &= \frac{10}{20} \times 100\% \\
 &= 50\%
 \end{aligned}$$

From the percentage of preliminary observation above, it can be seen that the activity of teaching learning process in

XI MIA 3 was still need to be improved. There were only 50% of the students who participated and active in the teaching learning process. It means that there were only a half of students. So, the researcher hoped that by using reciprocal teaching technique there would be improvement of students' enthusiasm in teaching learning process.

Here is the result of the preliminary test that did by the students.

Table 4.2
The result of the test in the preliminary research

No	Code	Score
1	S-1	2.0
2	S-2	1.9
3	S-3	3.0
4	S-4	2.0
5	S-5	2.7
6	S-6	2.3
7	S-7	2.1
8	S-8	2.5
9	S-9	1.9
10	S-10	1.8
11	S-11	2.0
12	S-12	2.4
13	S-13	2.3
14	S-14	1.9
15	S-15	1.9
16	S-16	1.9
17	S-17	1.8
18	S-18	2.0
19	S-19	1.8
20	S-20	2.0

No	Code	Score
21	S-21	2.8
22	S-22	2.5
23	S-23	2.7
24	S-24	2.2
25	S-25	2.0
26	S-26	1.9
27	S-27	1.9
28	S-28	2.0
29	S-29	2.1
30	S-30	2.0
31	S-31	2.4
32	S-32	2.2
Total score		68.9

The average of the class

$$\begin{aligned} \text{Mean} &= \frac{74,7}{32} \times 100\% \\ &= 2,15 \end{aligned}$$

From the result, it can be concluded that the achievement of the students were low. It means that students' reading comprehension needed to be improved. The result showed that the average of students' score was 2,15 ; whereas the indicator of students' achievement was 2, 7. It can be concluded that students' ability in reading comprehension was not reached the goal. The problem that found in preliminary research made the researcher planned to implement reciprocal teaching technique in teaching

analytical exposition text in order to improve students' reading comprehension.

2. The Analysis of First Cycle

a. Planning

The first cycle was conducted on Saturday, 7th of March 2015. The result of preliminary research was unsatisfied. The students also did not pay attention to the teacher when teaching learning process. Based on that situation, the researcher decided to use reciprocal teaching technique as a strategy to improve students' reading comprehension. In planning, the researcher helped by the teacher were preparing everything which needed in teaching learning process, these are:

- 1) Preparing the material, creating the media of teaching, making lesson plan and designing the steps in implementing reciprocal teaching technique as a strategy of reading comprehension.
- 2) Preparing instrument for classroom observation and reciprocal teaching observation to know the overall situation happened in the teaching learning process.
- 3) Preparing the test of first cycle to measure the comprehension of the students and to know whether the students' reading comprehension will be improved or not.

b. Action

On Saturday, 7th of March 2015 at 9.50 p.m the researcher and the teacher entered XI MIA 3. Then, the researcher prepared all the instruments that needed in teaching learning process such as slides of material, sheets of reading text, checklist of observation and sheets of test. After that, the class began by reciting Basmallah together.

For the first time, the researcher tried to introduce what reciprocal teaching technique is before explained the material by showing a video of reciprocal teaching technique implementation. Then, she asked the students about what they got from the video. None explained, so the researcher pointed some students to deliver their opinion based on the video. After they delivered their opinion, at last the researcher gave the conclusion about the video and what reciprocal teaching is. The researcher explained to the students if that strategy will be used in the teaching learning process as a strategy to improve their reading comprehension.

Next, the researcher instructed the students to make a group consist of four students for each group. After the students gathered with their group, the researcher showed a title of the text. She asked the students to predict what was the content of the text. Some students delivered their opinion and the researcher wrote

down their opinion in the whiteboard. The researcher gave a sheet of paper to each group and asked them to write down a question related to the title without knew the content of the text yet. Then, she instructed the students to stick their paper of question they had to the whiteboard. After that, the researcher showed the text of the title. The researcher and the students discussed about what they were predicted and questioned in the previous, and clarified it based on the text. The last was both the students and the researcher concluded the text and made a summary about the text. After all that steps done the researcher told that indirectly students had been did the discussion by using reciprocal teaching technique. Then the students and the researcher broke down what explanation text is.

After short explanation about the material, the researcher gave a text to each group and asked them to work in their own group using reciprocal teaching like what they did in the previous. The students wrote down what they got from their discussion with their group in the fab four window given by the researcher. After 10 minutes, the researcher asked the students to count one by one, the number mentioned by the researcher means that her or his group had opportunity to present their result. Every students had opportunity to present based on their

part whether predictor, questioner, clarifier, or summarizer. At the last, the researcher concluded and gave suggestion related to the material and the teaching learning process.

After did discussion by using reciprocal teaching technique, the researcher conducted a test to measure the ability of the students in reading comprehension. There were 10 multiple choices, 5 essays and 10 vocabulary meanings that must be did by students in 30 minutes. After the test done, the researcher closed the meeting by reciting Basmallah together.

c. Observation

This phase did by the researcher during teaching learning process in the classroom. The researcher filled up the checklist observation of general and reciprocal teaching observation while the students did their discussion, practicing reciprocal teaching or presenting their discussion result.

Table 4.3
Checklist of general observation in cycle I

No	Indicator	Score					Total
		1	2	3	4	5	
1.	Students' attention toward the teacher's explanation			√			3
2.	Students' enthusiasm in teaching learning process			√			3

3.	Students' enthusiasm in finding the meaning of difficult words		√				2
4.	Students' interaction to others and teacher			√			3
5.	Students activeness in doing discussion			√			3
Total score							14

The score of observation as below

$$\begin{aligned}
 \text{Percentage of the score} &= \frac{\text{total score}}{\text{maximum score}} \times 100\% \\
 &= \frac{14}{25} \times 100\% \\
 &= 56\%
 \end{aligned}$$

The percentage of observation showed that the class more alive in this cycle than in the preliminary research. The percentage in preliminary research was 50%. Then the researcher got 56% in the first cycle. It means that students' activeness and attitude in teaching learning process was increased 6% after taught by using reciprocal teaching technique, their attitude and activeness were average.

Table 4.4
Checklist of reciprocal teaching observation in cycle I

Strategy	Score				Total
	1	2	3	4	
Predict		√			2
Question		√			2
Clarify		√			2
summarize		√			2
Total score					8

$$\begin{aligned}
 \text{Percentage of the score} &= \frac{\text{total score}}{\text{maximum score}} \times 100\% \\
 &= \frac{8}{16} \times 100\% \\
 &= 50\%
 \end{aligned}$$

From that percentage showed that the activeness and comprehension of students in using reciprocal teaching was still need to be improved. The data showed that only a half of students in XI MIA 3 that active in the teaching learning process. The students are still in the developing phase. The overall package showed that they good in using this strategy.

Table 4.5
The result of the test in cycle I

No	Code	Score
1	S-1	2.8
2	S-2	2.7
3	S-3	3.4
4	S-4	2.9
5	S-5	3.5
6	S-6	3.1
7	S-7	2.8
8	S-8	2.9
9	S-9	2.7
10	S-10	2.7
11	S-11	3.0
12	S-12	3.0
13	S-13	2.8
14	S-14	2.5
15	S-15	2.8
16	S-16	2.5
17	S-17	2.7

No	Code	Score
18	S-18	2.8
19	S-19	2.9
20	S-20	2.9
21	S-21	3.5
22	S-22	3.3
23	S-23	3.2
24	S-24	2.9
25	S-25	2.9
26	S-26	2.7
27	S-27	2.9
28	S-28	3.0
29	S-29	3.2
30	S-30	3.0
31	S-31	3.3
32	S-32	2.9
Total score		94.2

The average of the class

$$\begin{aligned} \text{Mean} &= \frac{94.2}{32} \\ &= 2,94 \end{aligned}$$

Based on the result, the mean in cycle one was 2,94. It means that there was an improvement of students' achievement from 2,34 to 2,94. It showed that there was different result of students' achievement in comprehending text by using reciprocal teaching and not.

d. Reflection

In reflection, the researcher and the teacher discussed about the result of the first cycle. The achievement of the students in the first cycle was reached the minimum score

for a whole, but if the score looked one by one of the students there were some students who did not reach the minimum score for English subject. So, students' comprehension was still need to be improved. Here, the researcher and the teacher discussed about part that should be improved from the first cycle and the other activity that can be implemented in the next cycle.

3. The Analysis of Second Cycle

a. Planning

The second cycle was conducted on Saturday, 21st March 2015. It was conducted based on the result of the previous cycle that needed to be improved. In this phase, the researcher still use reciprocal teaching technique as a strategy to improve students' reading comprehension. The same strategy did not make the researcher used the same activity in gaining students' enthusiasm. Here, the researcher chose different setting. If in the first cycle the strategy applied for the whole class that divided into eight groups consist of four students for each group, but in this cycle the researcher tried to implement for pair. The researcher prepared everything that would be needed in the teaching learning process, these are:

- 1) Preparing the material, creating the media of teaching, making lesson plan and designing the steps in

implementing reciprocal teaching technique as a strategy of reading comprehension.

- 2) Preparing instrument for classroom observation and reciprocal teaching observation to know the overall situation happened in the teaching learning process.
- 3) Preparing the test of second cycle to measure the comprehension of the students and to know whether the students' reading comprehension will be improved or not.

b. Action

The researcher and the teacher entered the class. Then, the researcher opened the class by reciting Basmallah together. After that, the researcher prepared everything she needed for teaching learning process. Before entered the main activity, the researcher reviewed their previous week activity about reciprocal teaching. Then, she asked her students about national examination and asked their opinion about it.

Next, because the researcher did not set her teaching learning process by explaining the material solely, she instructed the students to make a group in pair. The system of discussion was same with the previous week activity, the difference was in the setting of discussion. In this phase, the students only worked in pair, means only two students for each group. This one had been chosen

because the researcher want to make independent comprehension of the students. In the other words, the researcher want to create the students who can comprehend the text independently, so it will make easier when they face a test.

After the students found their mates, the researcher showed them two titles of explanation text. From the titles given by the researcher, each group should predict what was the content of the text and make some question related to the text before they knew the content of the text. A students predicted and questioned text 'A' and the other did the same with text 'B'. Then, the researcher gave the students two texts of explanation text related to the title. She instructed the students to continue the next steps where the students should make clarification of their prediction and question by finding the fact in the text to make sure that their notes were true, it means the students should read the text. The next step, they should discuss in pair before in a whole class. The students who predicted and questioned text 'A' should clarify text 'B'. So did the students who got text 'B', they should clarify text 'A'. After that they gave the paper back to their friend to summarize by themselves. .After all the steps passed, the researcher give the students a pieces of paper that had been filled by writing the name of the fruits for each

group. The name of fruits that mentioned by the teacher should present their result of their discussion. The rest of groups compared their result with the group who had presentation and gave their opinion or suggestion. They might be agreed or disagreed with them.

The main activity was passed, the researcher gave the students a test related to the material given. The students should finish the test consist of 10 multiple choices, 5 essays and 10 vocabulary meanings in 30 minutes. At the last of the meeting, the researcher closed by reciting Hamdallah together.

c. Observation

This phase did by the researcher during teaching learning process in the classroom. The researcher filled up the checklist observation of general and reciprocal teaching observation while the students did their discussion, practicing reciprocal teaching or presenting their discussion result.

Table 4.6
Checklist of general observation in cycle II

No	Indicator	Score					Total
		1	2	3	4	5	
1.	Students' attention toward the teacher's explanation			√			3
2.	Students' enthusiasm in teaching learning process			√			3
3.	Students' enthusiasm in				√		4

	finding the meaning of difficult words						
4.	Students' interaction to others and teacher			√			3
5.	Students activeness in doing discussion			√			3
Total score							16

The score of observation as below

$$\begin{aligned}
 \text{Percentage of the score} &= \frac{\text{total score}}{\text{maximum score}} \times 100\% \\
 &= \frac{16}{25} \times 100\% \\
 &= 64\%
 \end{aligned}$$

The percentage of observation showed that the class more alive in this cycle than in the preliminary research and first cycle. The percentage in the first cycle was 56%. Then the researcher got 64% in the second cycle. It means that students' activeness and attitude in teaching learning process was increased 8% from cycle one after taught by using reciprocal teaching technique. So, the attitude and activeness of the students were good.

Table 4.7
Checklist of reciprocal teaching observation in cycle II

Strategy	Score				Total
	1	2	3	4	
Predict		√			2
Question		√			2
Clarify			√		3
Summarize			√		3
Total score					10

$$\begin{aligned}
 \text{Percentage of the score} &= \frac{\text{total score}}{\text{maximum score}} \times 100\% \\
 &= \frac{10}{16} \times 100\% \\
 &= 62,5\%
 \end{aligned}$$

From that percentage showed that the activeness and comprehension of students in using reciprocal teaching reached 62,5%. The data showed that there was an improvement 12,5% from the first cycle. It can be concluded that students started to understand about the use of reciprocal teaching in comprehending the text. They started to be proficient students and it was good.

Table 4.8
Students' result of the test in cycle II

No	Code	Score
1	S-1	3.0
2	S-2	2.8
3	S-3	3.8
4	S-4	2.9
5	S-5	3.6
6	S-6	3.4
7	S-7	3.0
8	S-8	3.3
9	S-9	2.8
10	S-10	2.7
11	S-11	3.1
12	S-12	3.5
13	S-13	3.3
14	S-14	3.3
15	S-15	2.9
16	S-16	3.0

No	Code	Score
17	S-17	3.4
18	S-18	3.3
19	S-19	3.0
20	S-20	3.2
21	S-21	3.8
22	S-22	3.6
23	S-23	3.3
24	S-24	3.3
25	S-25	2.9
26	S-26	3.0
27	S-27	3.2
28	S-28	3.3
29	S-29	3.2
30	S-30	3.5
31	S-31	3.3
32	S-32	3.5
Total score		103.2

The average of the class

$$\begin{aligned} \text{Mean} &= \frac{103,2}{32} \times 100\% \\ &= 3,22 \end{aligned}$$

Based on the result, the average of the students in cycle one was 2,94 and 3,21 in the second cycle. It means that there was an improvement of students' achievement. It showed that there was different result of students' achievement in comprehending text by using reciprocal teaching when they worked in group and pair. It can be concluded that the students worked were good in small group.

d. Reflection

In reflection, the researcher and the teacher discussed about the result of the second cycle. The achievement of the students in the cycle two was reached the minimum score for a whole and individual. It means that the students' comprehension was improved. Here, the researcher and the teacher discussed about part that should be improved from the second cycle and the other activity that can be implemented in the next cycle. The researcher decided to do a cycle as a last cycle in this research by changing the setting from pair group to individual task.

4. The Analysis of Third Cycle

a. Planning

The third cycle was conducted on Saturday, 21st March 2015. It was conducted based on the result of the second cycle. In this phase, the researcher still use reciprocal teaching technique as a strategy to improve students' reading comprehension. The same strategy did not make the researcher used the same activity in gaining students' enthusiasm and interest. Here, the researcher chose different setting. If in the second cycle the strategy implemented for pair group, but in this cycle the researcher tried to implement for individual. The researcher prepared everything that would be needed in the teaching learning process, these are:

- 1) Preparing the material, creating the media of teaching, making lesson plan and designing the steps in implementing reciprocal teaching technique as a strategy of reading comprehension.
- 2) Preparing instrument for classroom observation and reciprocal teaching observation to know the overall situation happened in the teaching learning process.
- 3) Preparing the test of second cycle to measure the comprehension of the students and to know whether the students' reading comprehension will be improved or not.

b. Action

The researcher and the teacher entered the class. Then, the researcher opened the class by reciting Basmallah together. After that, the researcher prepared everything she needed for teaching learning process. Before entered the main activity, the researcher reviewed their previous week activity about reciprocal teaching. Then, she asked her students about the important of exercise and asked their opinion about it.

Next, because the researcher did not set her teaching learning process as conventional teaching learning process by explaining the material solely, she instructed the students to do the main activity by themselves. The system of discussion was same with the previous week

activity, the difference was in the setting of discussion. In this phase, the students worked by themselves, means they did independently. This one had been chosen because the researcher want to make independent comprehension of the students. In the other words, the researcher want to create the students who can comprehend the text independently, so it will make easier when they face a test.

After that the researcher showed them a title of explanation text. From the title given by the researcher, the students should predict what was the content of the text and make some question related to the text before they knew the content of the text independently. Then, the researcher gave the students text of explanation text related to the title. She instructed the students to continue the next steps where the students should clarify and make summary of their prediction and question by finding the fact in the text to make sure that their notes were true, it means the students should read the text. After all the steps passed, the researcher explained the students that she will mention a number of the students based on the attendance list. The number that mentioned by the teacher should present their result of their work. The rest of students compared their result with the student who had presentation and gave their opinion or suggestion.

The main activity was passed, the researcher gave the students a test related to the material given. The students should finish the test consist of 10 multiple choices, 5 essays and 10 vocabulary meanings in 30 minutes. At the last of the meeting, the researcher closed it by reciting Hamdallah together.

c. Observation

This phase did by the researcher during teaching learning process in the classroom. The researcher filled up the checklist observation of general and reciprocal teaching observation while the students did their discussion, practicing reciprocal teaching or presenting their discussion result.

Table 4.9
Checklist of general observation in cycle III

No	Indicator	Score					Total
		1	2	3	4	5	
1.	Students' attention toward the teacher's explanation				√		4
2.	Students' enthusiasm in teaching learning process				√		4
3.	Students' enthusiasm in finding the meaning of difficult words				√		4

4.	Students' interaction to others and teacher					√	5
5.	Students activeness in doing discussion				√		4
Total score							21

The score of observation as below

$$\begin{aligned}
 \text{Percentage of the score} &= \frac{\text{total score}}{\text{maximum score}} \times 100\% \\
 &= \frac{21}{25} \times 100\% \\
 &= 84\%
 \end{aligned}$$

The percentage of observation showed that the class more alive in this cycle than in the preliminary research, first cycle and second cycle. It showed by many students who showed enthusiasm. The percentage in the second cycle was 64%. Then the researcher got 84% in the third cycle. It means that students' activeness and attitude in teaching learning process was increased 20% from cycle two after taught by using reciprocal teaching technique. It can be concluded that the students' enthusiasm and interest in implementing reciprocal teaching were excellent.

Table 4.10
Checklist of reciprocal teaching observation in cycle III

Strategy	Score				Total
	1	2	3	4	
Predict			√		3
Question			√		3
Clarify				√	4
summarize				√	4
Total score					14

$$\begin{aligned}
 \text{Percentage of the score} &= \frac{\text{total score}}{\text{maximum score}} \times 100\% \\
 &= \frac{14}{16} \times 100\% \\
 &= 87,5\%
 \end{aligned}$$

From that percentage showed that the activeness and comprehension of students in using reciprocal teaching reached 87,5%. The data showed that there was an improvement 25% from the second cycle. It can be concluded that students understood about the use of reciprocal teaching in comprehending the text. They can do their best in every steps independently.

Table 4.11
Students' result of the test in cycle III

No	Code	Score
1	S-1	3.4
2	S-2	3.3
3	S-3	4.0
4	S-4	3.3
5	S-5	4.0

6	S-6	3.7
7	S-7	3.5
8	S-8	3.6
9	S-9	3.4
10	S-10	3.3
11	S-11	3.6
12	S-12	3.7
13	S-13	3.6
14	S-14	3.4
15	S-15	3.4
16	S-16	3.3
17	S-17	3.6
18	S-18	3.4
19	S-19	3.5
20	S-20	3.6
21	S-21	3.8
22	S-22	3.6
23	S-23	3.7
24	S-24	3.5
25	S-25	3.4
26	S-26	3.4
27	S-27	3.5
28	S-28	3.4
29	S-29	3.6
30	S-30	3.5
31	S-31	3.6
32	S-32	3.5
Total score		113.1

The average of the class

$$\begin{aligned} \text{Mean} &= \frac{113.1}{32} \\ &= 3,5 \end{aligned}$$

Based on the result, the mean of the students in cycle two was 3, 21 and 3,5 in the second cycle. It means that there was an improvement of students' achievement from cycle two to cycle three. It showed that there was different result of students' achievement in comprehending text by using reciprocal teaching when they worked in pair and by themselves. It can be concluded that the students worked more independent by themselves than in group or pair.

d. Reflection

In reflection, the researcher and the teacher discussed about the result of the third cycle. The achievement of the students in the cycle three was reached the minimum score for a whole and individual, and it was better than the previous cycles the students ever did. It means that the students' comprehension was improved. Here, the researcher and the teacher discussed about the overall performance both of the researcher and the students. It can be concluded that there was significant improvement of students' achievement. So, reciprocal teaching technique was good strategy of comprehension in improving students' reading comprehension of analytical exposition.

B. The Improvement of Students' Reading Comprehension in Analytical Exposition Text

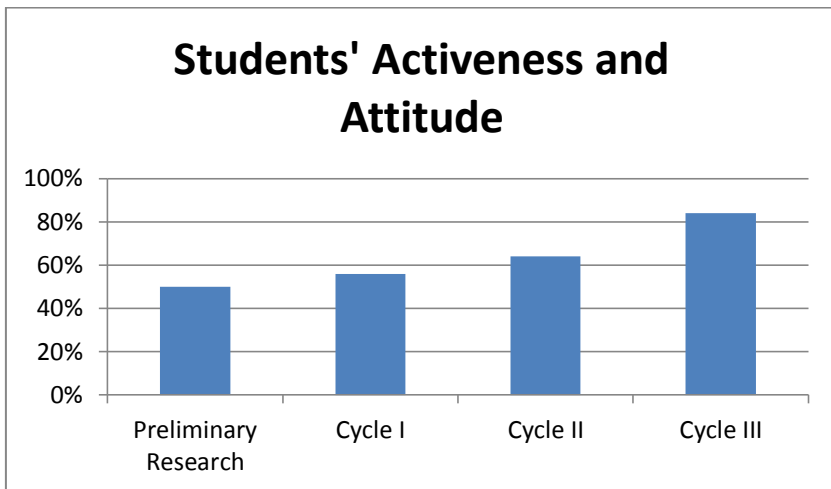
Here is the improvement table of students' reading comprehension in teaching analytical exposition text after being taught by reciprocal teaching technique.

Table 4.12
Students' score of improvement

No	Code	Preliminary research	Cycle I	Cycle 2	Cycle 3
1	S-1	2.0	2.8	3.0	3.4
2	S-2	1.9	2.7	2.8	3.3
3	S-3	3.0	3.4	3.8	4.0
4	S-4	2.0	2.9	2.9	3.3
5	S-5	2.7	3.5	3.6	4.0
6	S-6	2.3	3.1	3.4	3.7
7	S-7	2.1	2.8	3.0	3.5
8	S-8	2.5	2.9	3.3	3.6
9	S-9	1.9	2.7	2.8	3.4
10	S-10	1.8	2.7	2.7	3.3
11	S-11	2.0	3.0	3.1	3.6
12	S-12	2.4	3.0	3.5	3.7
13	S-13	2.3	2.8	3.3	3.6
14	S-14	1.9	2.5	3.3	3.4
15	S-15	1.9	2.8	2.9	3.4
16	S-16	1.9	2.5	3.0	3.3
17	S-17	1.8	2.7	3.4	3.6
18	S-18	2.0	2.8	3.3	3.4
19	S-19	1.8	2.9	3.0	3.5
20	S-20	2.0	2.9	3.2	3.6
21	S-21	2.8	3.5	3.8	3.8
22	S-22	2.5	3.3	3.6	3.6
23	S-23	2.7	3.2	3.3	3.7
24	S-24	2.2	2.9	3.3	3.5

No	Code	Preliminary research	Cycle I	Cycle 2	Cycle 3
25	S-25	2.0	2.9	2.9	3.4
26	S-26	1.9	2.7	3.0	3.4
27	S-27	1.9	2.9	3.2	3.5
28	S-28	2.0	3.0	3.3	3.4
29	S-29	2.1	3.2	3.2	3.6
30	S-30	2.0	3.0	3.5	3.5
31	S-31	2.4	3.3	3.3	3.6
32	S-32	2.2	2.9	3.5	3.5
Total score		68.9	94.2	103.2	113.1
Average		2.15	2.94	3.22	3.5

Here is the improvement graph of students' activeness from preliminary research to cycle 3.

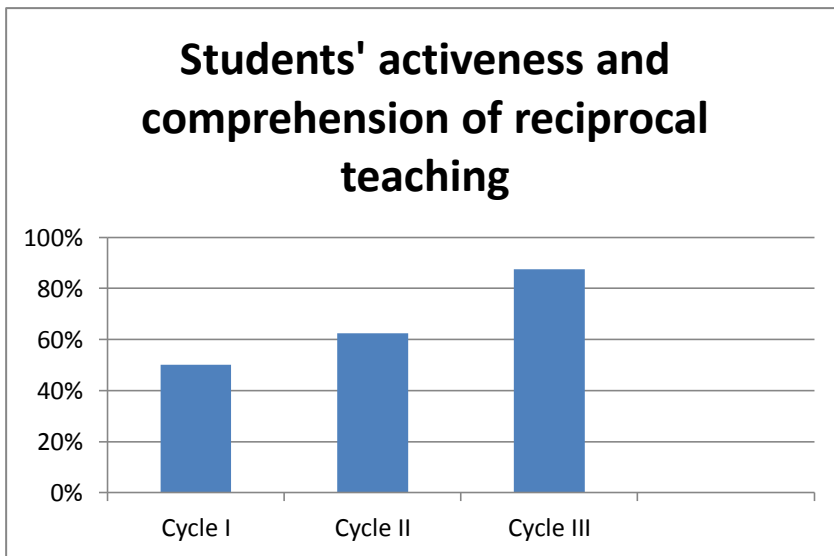


Graph 4.1

Note:

1. Preliminary research : 50%
2. Cycle one : 56%
3. Cycle two : 64%
4. Cycle Three : 84%

Here is the improvement graph of students' activeness and comprehension of reciprocal teaching from cycle 1 to cycle 3.



Graph 4.2

Note

1. Cycle 1 : 50%
2. Cycle 2 : 62,5%
3. Cycle 3 : 87,5%

All the meetings ran well. There were some significant improvement from preliminary research to cycle 3. In the preliminary research the average score of the students was 2, 15. That was a phase where the test did before the researcher applied reciprocal teaching technique.

In the first cycle, the average score was 2,94. This cycle is the first time the researcher applied reciprocal teaching technique in the class. Although some of students still confused to work by using reciprocal teaching technique, but they still enthusiastic in teaching learning process.

In the second cycle, the mean of students' achievement was 3, 22. It means that the second cycle was better than the first cycle. More than half of students enjoyed the teaching learning process and enjoyed in using reciprocal teaching technique. Although the result of the second cycle satisfied enough but the researcher still plan to conduct third cycle to make sure they can do independently.

In the third cycle, the average of students' result showed 3,5. It means that students' comprehension increased significantly. They did overall teaching learning process individually. The majority of the students in the class also enjoy the teaching learning process generally. They did reciprocal teaching technique excellently. They were more than proficient, they were exemplary students.

C. Indicators of Successfulness

1. The average of students' achievement in English was equal to or higher than minimum score established by the school (2,7). In the third cycle, the students' average score was 3,5. It was higher 0,8 point than the minimum score.
2. Students who reached the minimum score (2,7) were equal to or higher than 80% of the students in the research. All of the students passed the test excellently.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains about Conclusion, Suggestion, and Closing.

A. Conclusion

Based on the discussion in the previous chapter the conclusion are:

1. The implementation of reciprocal teaching technique to improve students' reading comprehension in teaching analytical exposition can improve students' reading comprehension. It was done in three cycles. In the first cycle, the researcher taught the students analytical exposition text by using reciprocal teaching technique in a whole class by grouping them into eight group that consist of four students for each group used fab four window. The same strategy applied in the second cycle by using fab four window for pair group. The third cycle was independent cycle where the researcher asked the students to comprehend the text of analytical exposition individually by using individual chart of reciprocal teaching.
2. The improvement of students' achievement in teaching analytical exposition text after being taught by using reciprocal teaching technique was significant. After three cycles that conducted by the researcher, there was a significant improvement of students' achievement that can be

seen from the result of the general observation, reciprocal teaching observation, and students' test. The result of the observation showed significant improvement of students' attitude, activeness, interest, enthusiasm and understanding of using reciprocal teaching technique in comprehending analytical exposition text. For general observation showed there was an improvement from 50% in preliminary research, became 56% in cycle one, got 64% in cycle two, and reached 84% in cycle three. It means that there was an improvement from only half of the students who paid attention became majority of them. Then, the result of reciprocal teaching observation showed 50% in cycle one, became 62,5% in cycle two and got 87,5% in cycle three. It means that there was an improvement of students' understanding in using reciprocal teaching technique from beginning level became exemplary level. Those result of the observation were influenced the result of students' test significantly. In the preliminary research the average of the test was 2,15 , it was increasing become 2,94 in the first cycle, becoming 3,22 in the second cycle and reaching 3,5 in the third cycle.

B. Suggestion

After finishing this research, the researcher would like to deliver some useful suggestion to the teacher and the next researcher as follow:

1. For The Teacher

The use of reciprocal teaching technique in teaching reading comprehension of analytical exposition is suitable because it can make students to comprehend the whole information in the text. Moreover, teacher can modify the strategy based on the his/ her needed to make the students enjoyable and fun in learning English.

2. For The Next Researcher

For the future research, the next researcher may use the other text or modify the media of teaching. The researcher hopes this research this research could be reference for future research that will analyze teaching reading comprehension by implementing reciprocal teaching technique.

C. Closing

Alhamdulillah, all praises to Allah SWT who always give me His blessed. Because of Him, this thesis can be done. The writer realizes that this thesis is far from being perfect. Therefore, constructive critics and advices are expected for the perfection of this thesis. Hopefully, this thesis will be useful for all. Amin.

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Appendix 1

LIST OF STUDENTS
Class : XI MIA 3
School : SMA N 1 Lasem
2014/ 2015

No	Code	Nama	L/P
1	S-1	AINUL FITRIYAH AFIFATUS S.	P
2	S-2	ALFIATUN NADHIROH	P
3	S-3	ALVINNA PUTRI ARGA	P
4	S-4	AMALIYA HIDAYATUL FIDYAH	P
5	S-5	ANDIF YUSIYANTO	L
6	S-6	ARVIANA DESY R.	P
7	S-7	DEVI LINTA KHOIRUN N.	P
8	S-8	DEVI NOR ZAIMAH	P
9	S-9	DWI RATNA C.	P
10	S-10	EKA ROSIANA NOVIANTI	P
11	S-11	FAIQOTUNNURIYAH	P
12	S-12	FEBRI RACHMAT A. G.	L
13	S-13	FUADY SHOBUR	L
14	S-14	LULUK FEBRIANINGRUM	P
15	S-15	M. WAHYU SANTOSO	L
16	S-16	MUHAMMAD SAIFUL M.	L
17	S-17	MUHDI MAHDAVIKYA	L
18	S-18	NOR LAELATUL HIDAYAH	P
19	S-19	NUR ANA YULIA FITRI	P
20	S-20	NURUL KHOIRIAH	P
21	S-21	PUTRAWAN IMADUDDIN	L
22	S-22	PUTRI RETNO SETYOWATI	P
23	S-23	RIA SUCI ANINGSIH	P
24	S-24	SITI MUAYANAH	P
25	S-25	SITI NUR HASISAH	P
26	S-26	SITI NURSIYA MUNIKMAH	P
27	S-27	SITI SULISTYONINGSIH	P
28	S-28	STEFANUS FEBY NUGROHO	L
29	S-29	SUMARDI	L
30	S-30	TRISTIYA NUR AFIDA	P
31	S-31	WIDYA RIZQY PRATIWI	P
32	S-32	YOLINDA	P

Appendix 2

TIME SCHEDULE OF THE RESEARCH

Task Description	Date and Month			
Asking permission to the headmaster and entering the class to do pre-research test	31 st of January 2015			
Doing first cycle		7 th of March 2015		
Doing second cycle			21 st of March 2015	
Doing third cycle				4 th April 2015

Appendix 3

SYLABUS

Nama Sekolah : SMA NEGERI 1 LASEM
Mata Pelajaran : BAHASA INGGRIS-WAJIB
Kelas : XI
Core Competence :

1. Comprehend and apply religion divine values.
2. Develop a behavior (be honest, discipline, responsibility, caring, polite, friendly to the environment, mutual cooperation, peace-loving, responsive and proactive) and show the attitude as part of solutions to various problems of Nations in interacting effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in the World Association.
3. Factual, conceptual, procedural, and metacognition in science, technology, art, culture, and humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as apply the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.
4. Try, produce, and provide in concrete domain (using, disentangle, arranging, modifying, and creating) and abstract domain (writing, reading, counting, drawing, and arranging) appropriate with acquired in the school and another source that have same theories and the point of view.

Basic Competence	Material	Learning	Assessment	Time Allotment	Sources
1.1 Grateful to God because the chance to learn English as International medium language by keeping enthusiasm in learning. 2.3 Demonstrate responsibility behaviour, caring, responsive and proactive in filling solutions to anticipate and resolve problems	Analytical Exposition Text <i>Social Function</i> Give opinion about an issue responsibility <i>Text Structure</i> a. mention main information toward an issue b. give opinion about an issue with the reasons. c. conclude the	Observing <ul style="list-style-type: none"> • Students read some analytical exposition text given by the teacher • Students observe the social function, text structure and language features of analytical exposition text • Students learn to find out the main idea, and detail information of an issue Questioning With the guidance from the	Criterion : <ul style="list-style-type: none"> • Reaching the sosial function • Accuracy of analyzing • Accuracy of summarize the information Observing: Not a formal assessment sucha as a test but to know students attitude in the class: responsible, care, cooperative and active in teaching learning process	4 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

<p>related to the social environment in the form of analytical exposition text</p> <p>3.2 Analyze the analytical exposition text to get solutions in anticipation of it and address the problems related to the social environment.</p> <p>4.1 Capture the main idea of analytical exposition text and propose solutions to overcome problems related to the environment in the form of analytical exposition text</p>	<p>content of an issue</p> <p><i>language features:</i></p> <ul style="list-style-type: none"> - Simple Present Tense - Modals 	<p>teacher, students asks some question related to the analytical exposition text</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Students try to find out main idea and detail information from the text • Students make a group and summarize the content of analytical exposition text • Students work in group <p>Assosiating</p> <ul style="list-style-type: none"> • Students work in pair analyze some analytical exposition texts • Students get feedback from the teacher <p>Communicating</p> <ul style="list-style-type: none"> • Students make a summary and share to the other students in the classroom • Students do presentation • Students make 'learning journal' 	<p>Portfolio</p> <ul style="list-style-type: none"> • Submit the note • Collection of test result <p>Self Assessment</p> <p>Form: diary or jurnal of learning</p>		
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Appendix 4



PEMERINTAH KABUPATEN REMBANG
DINAS PENDIDIKAN
SMA NEGERI 1 LASEM
Terakreditasi “A”

Jalan Sunan Bonang no 1, Telp. (0295) 531170 Lasem 59271

Website: www.smanela.sch.id E-mail: sman01lasem@yahoo.co.id

LESSON PLAN OF CYCLE I

School	: SMA Negeri 1 Lasem
Subject	: English
Skill	: Reading
Material	: Analytical Exposition Text
Class/Semester	: XI MIA 3 / II
Alokasi Waktu	: 3 x 45 menit

A. Core Competence

1. Comprehend and apply religion divine values.
2. Develop a behavior (be honest, discipline, responsibility, caring, polite, friendly to the environment, mutual cooperation, peace-loving, responsive and proactive) and show the attitude as part of solutions to various problems of Nations in interacting effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in the World Association.
3. Factual, conceptual, procedural, and metacognition in science, technology, art, culture, and humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as apply the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

4. Try, produce, and provide in concrete domain (using, disentangle, arranging, modifying, and creating) and abstract domain (writing, reading, counting, drawing, and arranging) appropriate with acquired in the school and another source that have same theories and the point of view.

B. Basic Competence and Indicators

Basic Competence	Indicators
<p>Spiritual: 1.1 Grateful to God because the chance to learn English as International medium language by keeping enthusiasm in learning.</p>	<p>1.1.1 Praying before doing the task 1.1.2 Greeting at the beginning and end of meeting 1.1.3 Maintaining good relations with their fellow as the creation of God Almighty</p>
<p>Social: 2.2 Demonstrate responsibility behaviour, caring, responsive and proactive in filling solutions to anticipate and resolve problems related to the social environment in the form of analytical exposition text</p>	<p>2.2.1 Presuming the content of the text 2.2.2 Questioning the content of the text</p>
<p>Knowledge: 3.2 Analyze the analytical exposition text to get solutions in anticipation of it and address the problems related to the social environment.</p>	<p>3.2.1 Identifying the structure of analytical exposition text 3.2.2 Analyzing the language features in the text 3.2.3 Clarifying the content of analytical exposition text</p>

	3.2.4 Understanding the information related to the text
<p>Application:</p> <p>4.1 Capture the main idea of analytical exposition text and propose solutions to overcome problems related to the environment in the form of analytical exposition text</p>	<p>4.2.1 Summarising the main idea of the paragraphs</p> <p>4.2.2 Delivering the information of the text</p>

C. Learning Aim

By the end of the lesson, students will have been able to presume and question the content, identify the structure, analyze the language features, clarify the content, understand the information, summarize the main idea, and deliver the information of analytical exposition text to maintain interpersonal relationships with teachers, friends, and others.

D. Teaching Material

Analytical Exposition Text

Analytical Exposition is a kind of text type that presents one side of an issue in a form of arguments. In other word, it can be said that an analytical exposition is used to argue point of view or to persuade the audience to do something, to persuade the reader or listener that something is the case.

Text Structure

a. Thesis

Thesis is part of analytical exposition text that introduce the topic and indicate the writer's position. It consists of the author's

point of view or writer's position and preview that outlines the main argument to be presented.

b. Arguments

Arguments are part of analytical exposition text that explain some arguments to support the writer's position. It consists of point that restates main arguments outlined in preview and elaboration that develops each point of arguments.

c. Reiteration

Reiteration is part of analytical exposition text that restates the writer's position. In this part, the author is restating the author's point of view and a conclusion summing up the arguments.

Language Features

a. Use of Simple Present Tense

Tense that use in analytical exposition text is present tense. It is to show an original opinion from the writer at that time. When the author argues about something in the case, the present tense is predominantly used.

b. Use of Modality

The use of modality is to show an explicitness opinion from the writer, it used to persuade the reader based on the writer's point of view.

c. Use of Material Processes

In the analytical exposition text used material processes or action verb. It means that there is a clear action do by the subject.

d. Use of Relational Processes

Relational processes that used in analytical exposition also called as linking verb that connected to the subject of complement.

e. Use of Mental Processes

Mental processes also called as thinking verb is verb that has close relation with someone's perception, sensing and thinking.

f. Focus on Generic Human and Non-Human Participant

In analytical exposition, when the writer compose the text, the writer will make it in general, so that there is no gap between one

and the others. It means that the writer focus on generic human and non-human participant.

g. Reasoning Expressed as Verb and Noun

In analytical exposition text, the argument from the writer should has a reason minimally. The reason that delivered by the writer expressed as a verb and noun.

Example of the text

Why is it important to choose the accredited school?

Most of teenagers need to go to school and there are a lot of schools over there. Nowadays, schools grow to offer plenty of choice; private and state ones. However it is a hard choice since there are many factors which need to be considered before making the selection. Some will be influenced by friends; because some friend got to certain school then we go to there too. Some prefer to choose certain school because of the closer distance. In fact, the primary decisive matter for selecting school is whether the school has been accredited or not.

Why is important to choose an accredited school? Well, accredited schools have an edge over the unaccredited schools. The label of Accredited School has a good impact for getting a job. As result, if there are two or more students with similar qualifications, the student who comes from the accredited school will have more opportunities than the other candidate.

Many students select certain school depending more on short term factors like friend influence and short distance from home. Choosing school which is closer to home will save time, energy and money. However if that school is not accredited, the time and money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities.

Besides, Personality and characterization of the students are very important . Most of students with good personality come from an accredited school are better than the others because they have good qualification and education from the teacher.

The Dangerous of Using Drugs

Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because it can make negative effects for our health and mental.

In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are making unconscious, hallucinate, harm our nerve, and cause addictive effects. Beside that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally the tip is DEATH!

When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self harm, debilitate. And Islam proscribes all that can cause badness, self harm because it is included 'zhalim'. Also if we use drugs, it means we already do the forbidden things in Islam, it means we make a sin. So, in terms of Islamic law, using drugs also dangerous.

Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, also their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers –in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroyed!

So, we must pay attention of drugs, because it's very dangerous, both in terms of health, religion (Islam), nationality and state.

E. Teaching Method:

Scientific Approach: Observing – Questioning – Exploring – Associating – Communicating

Strategy : Reciprocal Teaching Technique

F. Teaching Activities

(3 x 45 minutes)

Teaching Step	Teaching Syntax	Description	Time
<p style="text-align: center;">Introduction</p>		<p>Teacher greets and asks the student to pray before start the class.</p> <p>Teacher checks the students' attendance.</p> <p>Teacher built students' perception by showing the video of reciprocal teaching technique implementation.</p> <p>Teacher gives orientation of the teaching by informing the aim and procedure of teaching.</p>	15''
Main Activity	Observing	<p>Students watch the video and state their statement about what they got based on the video.</p> <p>Students pro-active to share their opinion.</p> <p>Teacher guides the students to identify the text (schema and language features).</p>	15''
	Questioning	<p>With the guidance and direction from teacher, students ask something related to the material.</p>	5''
	Exploring	<p>Teacher divides students into some groups.</p> <p>Teacher shows a title to the students.</p> <p>Students do 'predict and question' based on the title.</p> <p>Students arrange some questions related to their prediction in the piece of paper</p>	15''

		<p>and stick the paper in the whiteboard.</p> <p>Teacher gives the text to the students.</p> <p>Students clarify their previous activity by reading the the text.</p> <p>Teacher and students discuss the content of the text.</p>	
	Associating	<p>Students do the next activity in their own group (consist of 4 students for each group).</p> <p>Teacher gives fab four window chart to each groups.</p> <p>Teacher show a title of the text to the students.</p> <p>Students do the activity by using reciprocal teaching technique steps.</p> <p>Students ‘predict and question’ the content of the text based on the title first.</p> <p>Teacher gives the text for each group.</p> <p>Students clarify their prediction and question based on the text given by the teacher.</p> <p>Students summarize their conclusion.</p>	15”
	Communicating	<p>Teacher asks students to count number.</p> <p>Teacher mention a number.</p> <p>Students share their result of group discussion to the whole class (based on the steps of reciprocal teaching technique) based on the number mentioned by the teacher.</p> <p>Teacher gives feedback to the students presentation.</p>	20”

Penutup	<p>Teacher and students conclude the material together.</p> <p>Teacher reviews the material by asking some question to the students.</p> <p>Teacher delivers the next planning of the teaching to the students.</p> <p>Teacher gives test to the students.</p> <p>Students do the test by themselves.</p> <p>Teacher and students close the meeting by reciting Basmallah together.</p>	50”
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G. Assessment

1. General Observation
2. Reciprocal Teaching Observation
3. Test
 - Number 1 – 10 (multiple choices) = 10
 - Number 11 – 15 (essay) = 10
 - Number 16 – 25 (matching word) = 20
 - Maximum score : 4 = result of the test (students' achievement)

H. Media, Equipment, dan Source of Learning

1. Media
 - Video of reciprocal teaching implementation
 - Power point related to the material
 - Text
 - Fab four window chart
2. Equipment : Laptop, LCD, loud speaker
3. Source of Learning
 - Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Buku Guru Bahasa Inggris*

SMA/SMK/MA/MAK Kelas XI, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014.

- Detik-detik Ujian Nasional Bahasa Inggris SMA/ MA tahun 2011, Klaten : PT. Intan Pariwara, 2011
- https://www.youtube.com/watch?v=mxB72W_q0dQ

Guru Kelas



Ariyati



Easem,
Kepala Sekolah

Drs. Iri Winardi

NIP. 19610614 198703 1 010

Attachment 1

General Observation

No	Indicator	Score					Total
		1	2	3	4	5	
1.	Students' attention toward the teacher's explanation						
2.	Students' enthusiasm in teaching learning process						
3.	Students' enthusiasm in finding the meaning of difficult words						
4.	Students' interaction to others and teacher						
5.	Students activeness in doing discussion						
Total score							

Score	Quantity of students
1	None
2	Few
3	Half
4	Many
5	Majority

The formula is:

$$P = \frac{X}{Xi} \times 100\%$$

P = percentage of the score

X = total score

Xi = maximum score

Category	Percentage
Poor	0% - 20%
Fair	21% - 40%
Average	41% - 60%
Good	61% - 80%
Excellent	81% - 100%

Attachment 2

Reciprocal Teaching Observation

Strategy	Score				Total
	1	2	3	4	
Predict					
Question					
Clarify					
summarize					
Total score					

Score	Category
1	Beginning
2	Developing
3	Proficient
4	Exemplary

Predict	
4	<ul style="list-style-type: none"> ▪ Use text features and clues to make logical predictions ▪ Uses background knowledge to make predictions ▪ Consistently uses the language of predicting ▪ Give solid reasons for predictions ▪ Discuss predictions with detail after rereading to change or confirm
3	<ul style="list-style-type: none"> ▪ Provides predictions that make sense ▪ Makes prediction based on text clues, background information ▪ Confirms and changes predictions throughout reading, usually gives reasons for predictions

	<ul style="list-style-type: none"> ▪ Checks predictions after reading ▪ Use the language of predicting most of the time
2	<ul style="list-style-type: none"> ▪ Makes some simple, sensible predictions ▪ Sometimes uses text clues and background to make predictions ▪ Makes some some predictions that are not sensible ▪ Sometimes gives reasons for predictions ▪ Begins to use the language of predicting such as “I think...will happen, because...”
1	<ul style="list-style-type: none"> ▪ Predictions don’t always make sense ▪ Does not use text clues such as illustration, headings, to make logical predictions ▪ Predictions are wild and not text based ▪ Experiences difficulty even when prompted in giving reasons for predictions

Question	
4	<ul style="list-style-type: none"> ▪ Consistenly asks a mix of well-crafted question including recall questions that go with the events and ideas of the text; inferential questions; and critical thinking questions that take the discussion beyond the text such as “Why (How) do you think...?” or “How dose...compare to...” ▪ Asks questions about the theme and deeper meanings of the text
3	<ul style="list-style-type: none"> ▪ Asks several levels of questions including a mix of literal recall questions about the main ideas of the text, literal recall about important details of the text, and inferential questions ▪ Wonders about the text and beyond ▪ Sometimes asks questions of the author ▪ Ask critical thinking questions, such as “Why do youu think...?”
2	<ul style="list-style-type: none"> ▪ Asks simple recall questions that go with the text and begin with <i>who, what, when, where, why, how, and what if</i> ▪ Ask simple “I wonder...” questions that relate to the text ▪ Sometimes asks inferential questions ▪ Sometimes asks main idea questions
1	<ul style="list-style-type: none"> ▪ Experiences difculty formulating even simple literal

	<p>recall questions that begin with questions words</p> <ul style="list-style-type: none"> ▪ Asks questions about details in the text rather than important ideas ▪ Asks questions that do not correspond with the text
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Clarify	
4	<ul style="list-style-type: none"> ▪ Identifies words and ideas that are unclear ▪ Consistently identifies and uses a rich variety of strategies figuring out difficult words and ideas and portions of text (e.g, reread, read on, sound out) ▪ Identifies and clarifies high-level ideas such as idioms, metaphors, and symbolism)
3	<ul style="list-style-type: none"> ▪ Identifies words to clarify ▪ Sometimes identifies ideas and portions of the text to clarify ▪ Consistently uses more than one strategy for clarifying words and ideas (e.g, reread, read on, sound out)
2	<ul style="list-style-type: none"> ▪ Identifies words to clarify ▪ Identifies idea and portions of the text to clarify when prompted ▪ Uses the same one or two strategies to figure out words and ideas ▪ Sometimes does not realize that meaning has been lost ▪ Begins to use language of clarifying such as “I didn’t get...,so I...”
1	<ul style="list-style-type: none"> ▪ Does not stop to try to figure out words ▪ Identifies words to clarify when prompted ▪ Identifies ideas to clarify when prompted ▪ Uses only one strategy to figure out words or ideas and needs to be reminded of others ▪ Does not realize when he or she is stuck

Summarize	
4	<ul style="list-style-type: none"> ▪ Retells in own words using some of the new vocabulary ▪ Gives only most important events, points, and key details ▪ Summarizes, giving point in order ▪ Uses text structure to organize summary

	<ul style="list-style-type: none"> ▪ Uses reading and text supports such as illustrations and headings to summarize
3	<ul style="list-style-type: none"> ▪ Leave out unimportant details ▪ Usually retells in own words using a vocabulary word or two from the text ▪ Gives most of the points in correct order ▪ Usually draws from text structure to summarize ▪ Rereads and uses clues from the text
2	<ul style="list-style-type: none"> ▪ Finds it difficult to separate main ideas from unimportant details ▪ Includes some of the events in order but may give some out of order ▪ Leaves out some of the important events and ideas ▪ Needs prompting to reread or use text clues
1	<ul style="list-style-type: none"> ▪ Does not remember much of the reading ▪ Recalls random ideas or events from the text ▪ Includes unimportant details ▪ Needs heavy prompting to respond ▪ Does not reread or use text clues as tools for summarizing

The formula is:

$$P = \frac{X}{Xi} \times 100\%$$

P = percentage of the score

X = total score

Xi = maximum score

Category	Percentage
Poor	0% - 24%
Far	25% - 49%
Good	50% - 74%
Excellent	75% - 100%

Appendix 5



PEMERINTAH KABUPATEN REMBANG
DINAS PENDIDIKAN
SMA NEGERI 1 LASEM
Terakreditasi “A”

Jalan Sunan Bonang no 1, Telp. (0295) 531170 Lasem 59271

Website: www.smanela.sch.id E-mail: sman01lasem@yahoo.co.id

LESSON PLAN OF CYCLE II

School	: SMA Negeri 1 Lasem
Subject	: English
Skill	: Reading
Material	: Analytical Exposition Text
Class/Semester	: XI MIA 3 / II
Alokasi Waktu	: 3 x 45 menit

A. Core Competence

1. Comprehend and apply religion divine values.
2. Develop a behavior (be honest, discipline, responsibility, caring, polite, friendly to the environment, mutual cooperation, peace-loving, responsive and proactive) and show the attitude as part of solutions to various problems of Nations in interacting effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in the World Association.
3. Factual, conceptual, procedural, and metacognition in science, technology, art, culture, and humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as apply the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

4. Try, produce, and provide in concrete domain (using, disentangle, arranging, modifying, and creating) and abstract domain (writing, reading, counting, drawing, and arranging) appropriate with acquired in the school and another source that have same theories and the point of view.

B. Basic Competence and Indicators

Basic Competence	Indicators
<p>Spiritual: 1.1 Grateful to God because the chance to learn English as International medium language by keeping enthusiasm in learning.</p>	<p>1.1.4 Praying before doing the task 1.1.5 Greeting at the beginning and end of meeting 1.1.6 Maintaining good relations with their fellow as the creation of God Almighty</p>
<p>Social: 2.2 Demonstrate responsibility behaviour, caring, responsive and proactive in filling solutions to anticipate and resolve problems related to the social environment in the form of analytical exposition text</p>	<p>2.2.1 Presuming the content of the text 2.2.2 Questioning the content of the text</p>
<p>Knowledge: 3.2 Analyze the analytical exposition text to get solutions in anticipation of it and address the problems related to the social environment.</p>	<p>3.2.1 Identifying the structure of analytical exposition text 3.2.2 Analyzing the language features in the text 3.2.3 Clarifying the content of analytical exposition text 3.2.4 Understanding the information related to the text</p>

<p>Application: 4.1 Capture the main idea of analytical exposition text and propose solutions to overcome problems related to the environment in the form of analytical exposition text</p>	<p>4.2.1 Summarising the main idea of the paragraphs 4.2.2 Delivering the information of the text</p>
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C. Learning Aim

By the end of the lesson, students will have been able to presume and question the content, identify the structure, analyze the language features, clarify the content, understand the information, summarize the main idea, and deliver the information of analytical exposition text to maintain interpersonal relationships with teachers, friends, and others.

D. Teaching Material
Analytical Exposition Text

Analytical Exposition is a kind of text type that presents one side of an issue in a form of arguments. In other word, it can be said that an analytical exposition is used to argue point of view or to persuade the audience to do something, to persuade the reader or listener that something is the case.

Text Structure

a. Thesis

Thesis is part of analytical exposition text that introduce the topic and indicate the writer’s position. It consists of the author’s point of view or writer’s position and preview that outlines the main argument to be presented.

b. Arguments

Arguments are part of analytical exposition text that explain some arguments to support the writer's position. It consists of point that restates main arguments outlined in preview and elaboration that develops each point of arguments.

c. Reiteration

Reiteration is part of analytical exposition text that restates the writer's position. In this part, the author is restating the author's point of view and a conclusion summing up the arguments.

Language Features

a. Use of Simple Present Tense

Tense that use in analytical exposition text is present tense. It is to show an original opinion from the writer at that time. When the author argues about something in the case, the present tense is predominantly used.

b. Use of Modality

The use of modality is to show an explicitness opinion from the writer, it used to persuade the reader based on the writer's point of view.

c. Use of Material Processes

In the analytical exposition text used material processes or action verb. It means that there is a clear action do by the subject.

d. Use of Relational Processes

Relational processes that used in analytical exposition also called as linking verb that connected to the subject of complement.

e. Use of Mental Processes

Mental processes also called as thinking verb is verb that has close relation with someone's perception, sensing and thinking.

f. Focus on Generic Human and Non-Human Participant

In analytical exposition, when the writer compose the text, the writer will make it in general, so that there is no gap between one

and the others. It means that the writer focus on generic human and non-human participant.

g. Reasoning Expressed as Verb and Noun

In analytical exposition text, the argument from the writer should has a reason minimally. The reason that delivered by the writer expressed as a verb and noun.

Example of the text

Why is It Important to Monitor Children when use Internet?

Nowdays, computer and internet are useful for supporting children's education. Besides, Information about health and safe usage of computer and internet, especially for children, should be owned by each family. Computer connected to internet is powerful way to socialize with others. It is not only can be a good thing to support children's education but also can be something bad for children. Recently we have been heard a lot of children get the advantages of social networking sites but we often see the news about the disadvantages of it for children. Healthy and safety of computer and internet usage should continue to be campaigned.

The role of parent in assisting and directing children in using computer is very necessary. Installation of software monitor such as key logger which has function to watch and note all activities relating to keyboard usage are very helpful but it does not enough to protect children from potential harms. Children tend to hide what they have done in front of the computer to their parent. They see that all of they have done are their privacy and no one may know.

We can not prevent children from using computer because it is multifunctional. However, many parents worry about what their kids do in front of the computer; whether they are doing homework or even just playing games or spending all time to surf internet which is the materials do not fit with his age. There is a tendency, especially teenagers, want to become acquainted with many strangers outside. The lack parental supervision of children's activities is likely to pose a potential danger to them. So parental monitor against the use of computers needs to be done from time to time.

Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. However, smoking is not good for every body else because it makes any diseases.

E. Teaching Method:

Scientific Approach: Observing – Questioning – Exploring – Associating – Communicating

Strategy : Reciprocal Teaching Technique

F. Teaching Activities

(3 x 45 minutes)

Teaching Step	Teaching Syntax	Description	Time
Introduction		Teacher greets and asks the student to pray before start the class. Teacher checks the students' attendance. Teacher reviews the material of previous meeting. Teacher built students' perception by asking their opinion about national	15''

		examination. Teacher gives orientation of the teaching by informing the aim and procedure of teaching.	
Main Activity	Observing	Students pro-active to share their opinion.	10''
	Questioning	With the guidance and direction from teacher, students ask something related to the material.	5''
	Exploring	Teacher divides students into pair groups. Teacher shows two titles to the students. Students do 'predict and question' based on the title. Students arrange some questions related to their prediction in the piece of paper.	10''
	Associating	Students do the next activity in their own group first. Teacher gives fab four window chart to each groups. Teacher gives two text for each group. Students do the activity by using reciprocal teaching technique steps. Students clarify their prediction and question based on the text given by the teacher. Students summarize their conclusion.	20''
	Communicating	Teacher asks students to write their group name. Teacher shakes the list and	25''

		<p>choose one.</p> <p>Teacher mention a name group.</p> <p>Students share their result of group discussion to the whole class (based on the steps of reciprocal teaching technique) based on the number mentioned by the teacher.</p> <p>Teacher gives feedback to the students presentation.</p>	
	Penutup	<p>Teacher and students conclude the material together.</p> <p>Teacher reviews the material by asking some question to the students.</p> <p>Teacher delivers the next planning of the teaching to the students.</p> <p>Teacher gives test to the students.</p> <p>Students do the test by themselves.</p> <p>Teacher and students close the meeting by reciting Basmallah together.</p>	50''

G. Assessment

1. General Observation
2. Reciprocal Teaching Observation
3. Test

Number 1 – 10 (multiple choices) = 10

Number 11 – 15 (essay) = 10

Number 16 – 25 (matching word) = 20

Maximum score : 4 = result of the test (students' achievement)

H. Media, Equipment, dan Source of Learning

1. Media

- Power point related to the material
- Text
- Fab four window chart

2. Equipment : Laptop, LCD.

3. Source of Learning

- Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Buku Guru Bahasa Inggris SMA/SMK/MA/MAK Kelas XI*, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014.
- Detik-detik Ujian Nasional tahun 2011

Guru Kelas



Ariyati



Attachment 1

General Observation

No	Indicator	Score					Total
		1	2	3	4	5	
1.	Students' attention toward the teacher's explanation						
2.	Students' enthusiasm in teaching learning process						
3.	Students' enthusiasm in finding the meaning of difficult words						
4.	Students' interaction to others and teacher						
5.	Students' activeness in doing discussion						
Total score							

Score	Quantity of students
1	None
2	Few
3	Half
4	Many
5	Majority

The formula is:

$$P = \frac{X}{xi} \times 100\%$$

P = percentage of the score

X = total score

Xi = maximum score

Category	Percentage
Poor	0% - 20%
Fair	21% - 40%
Average	41% - 60%
Good	61% - 80%
Excellent	81% - 100%

Attachment 2

Reciprocal Teaching Observation

Strategy	Score				Total
	1	2	3	4	
Predict					
Question					
Clarify					
summarize					
Total score					

Score	Category
1	Beginning
2	Developing
3	Proficient
4	Exemplary

Predict	
4	<ul style="list-style-type: none"> ▪ Use text features and clues to make logical predictions ▪ Uses background knowledge to make predictions ▪ Consistently uses the language of predicting ▪ Give solid reasons for predictions ▪ Discuss predictions with detail after rereading to change or confirm
3	<ul style="list-style-type: none"> ▪ Provides predictions that make sense ▪ Makes prediction based on text clues, background information ▪ Confirms and changes predictions throughout reading, usually gives reasons for predictions

	<ul style="list-style-type: none"> ▪ Checks predictions after reading ▪ Use the language of predicting most of the time
2	<ul style="list-style-type: none"> ▪ Makes some simple, sensible predictions ▪ Sometimes uses text clues and background to make predictions ▪ Makes some some predictions that are not sensible ▪ Sometimes gives reasons for predictions ▪ Begins to use the language of predicting such as “I think...will happen, because...”
1	<ul style="list-style-type: none"> ▪ Predictions don’t always make sense ▪ Does not use text clues such as illustration, headings, to make logical predictions ▪ Predictions are wild and not text based ▪ Experiences difficulty even when prompted in giving reasons for predictions

Question	
4	<ul style="list-style-type: none"> ▪ Consistenly asks a mix of well-crafted question including recall questions that go with the events and ideas of the text; inferential questions; and critical thinking questions that take the discussion beyond the text such as “Why (How) do you think...?” or “How dose...compare to...” ▪ Asks questions about the theme and deeper meanings of the text
3	<ul style="list-style-type: none"> ▪ Asks several levels of questions including a mix of literal recall questions about the main ideas of the text, literal recall about important details of the text, and inferential questions ▪ Wonders about the text and beyond ▪ Sometimes asks questions of the author ▪ Ask critical thinking questions, such as “Why do youu think...?”
2	<ul style="list-style-type: none"> ▪ Asks simple recall questions that go with the text and begin with <i>who, what, when, where, why, how, and what if</i> ▪ Ask simple “I wonder...” questions that relate to the text ▪ Sometimes asks inferential questions ▪ Sometimes asks main idea questions
1	<ul style="list-style-type: none"> ▪ Experiences difculty formulating even simple literal

	<p>recall questions that begin with questions words</p> <ul style="list-style-type: none"> ▪ Asks questions about details in the text rather than important ideas ▪ Asks questions that do not correspond with the text
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Clarify	
4	<ul style="list-style-type: none"> ▪ Identifies words and ideas that are unclear ▪ Consistently identifies and uses a rich variety of strategies figuring out difficult words and ideas and portions of text (e.g, reread, read on, sound out) ▪ Identifies and clarifies high-level ideas such as idioms, metaphors, and symbolism)
3	<ul style="list-style-type: none"> ▪ Identifies words to clarify ▪ Sometimes identifies ideas and portions of the text to clarify ▪ Consistently uses more than one strategy for clarifying words and ideas (e.g, reread, read on, sound out)
2	<ul style="list-style-type: none"> ▪ Identifies words to clarify ▪ Identifies idea and portions of the text to clarify when prompted ▪ Uses the same one or two strategies to figure out words and ideas ▪ Sometimes does not realize that meaning has been lost ▪ Begins to use language of clarifying such as “I didn’t get...,so I...”
1	<ul style="list-style-type: none"> ▪ Does not stop to try to figure out words ▪ Identifies words to clarify when prompted ▪ Identifies ideas to clarify when prompted ▪ Uses only one strategy to figure out words or ideas and needs to be reminded of others ▪ Does not realize when he or she is stuck

Summarize	
4	<ul style="list-style-type: none"> ▪ Retells in own words using some of the new vocabulary ▪ Gives only most important events, points, and key details ▪ Summarizes, giving point in order ▪ Uses text structure to organize summary

	<ul style="list-style-type: none"> ▪ Uses reading and text supports such as illustrations and headings to summarize
3	<ul style="list-style-type: none"> ▪ Leave out unimportant details ▪ Usually retells in own words using a vocabulary word or two from the text ▪ Gives most of the points in correct order ▪ Usually draws from text structure to summarize ▪ Rereads and uses clues from the text
2	<ul style="list-style-type: none"> ▪ Finds it difficult to separate main ideas from unimportant details ▪ Includes some of the events in order but may give some out of order ▪ Leaves out some of the important events and ideas ▪ Needs prompting to reread or use text clues
1	<ul style="list-style-type: none"> ▪ Does not remember much of the reading ▪ Recalls random ideas or events from the text ▪ Includes unimportant details ▪ Needs heavy prompting to respond ▪ Does not reread or use text clues as tools for summarizing

The formula is:

$$P = \frac{X}{Xi} \times 100\%$$

P = percentage of the score

X = total score

Xi = maximum score

Category	Percentage
Poor	0% - 24%
Far	25% - 49%
Good	50% - 74%
Excellent	75% - 100%

Appendix 6



PEMERINTAH KABUPATEN REMBANG
DINAS PENDIDIKAN
SMA NEGERI 1 LASEM
Terakreditasi "A"

Jalan Sunan Bonang no 1, Telp. (0295) 531170 Lasem 59271

Website: www.smanela.sch.id E-mail: sman01lasem@yahoo.co.id

LESSON PLAN OF CYCLE III

School	: SMA Negeri 1 Lasem
Subject	: English
Skill	: Reading
Material	: Analytical Exposition Text
Class/Semester	: XI MIA 3 / II
Alokasi Waktu	: 3 x 45 menit

A. Core Competence

1. Comprehend and apply religion divine values.
2. Develop a behavior (be honest, discipline, responsibility, caring, polite, friendly to the environment, mutual cooperation, peace-loving, responsive and proactive) and show the attitude as part of solutions to various problems of Nations in interacting effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in the World Association.
3. Factual, conceptual, procedural, and metacognition in science, technology, art, culture, and humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as apply the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.
4. Try, produce, and provide in concrete domain (using, disentangle, arranging, modifying, and creating) and abstract

domain (writing, reading, counting, drawing, and arranging) appropriate with acquired in the school and another source that have same theories and the point of view.

B. Basic Competence and Indicators

Basic Competence	Indicators
<p>Spiritual: 1.1 Grateful to God because the chance to learn English as International medium language by keeping enthusiasm in learning.</p>	<p>1.1.7 Praying before doing the task 1.1.8 Greeting at the beginning and end of meeting 1.1.9 Maintaing good relations with their fellow as the creation of God Almighty</p>
<p>Social: 2.2 Demonstrate responsibility behaviour, caring, responsive and proactive in filling solutions to anticipate and resolve problems related to the social environment in the form of analytical exposition text</p>	<p>2.2.1 Presuming the content of the text 2.2.2 Questioning the content of the text</p>
<p>Knowledge: 3.2 Analyze the analytical exposition text to get solutions in anticipation of it and address the problems related to the social environment.</p>	<p>3.2.1 Identifying the structure of analytical exposition text 3.2.2 Analyzing the language features in the text 3.2.3 Clarifying the content of analytical exposition text 3.2.4 Understanding the information related to the text</p>

<p>Application:</p> <p>4.1 Capture the main idea of analytical exposition text and propose solutions to overcome problems related to the environment in the form of analytical exposition text</p>	<p>4.2.1 Summarising the main idea of the paragraphs</p> <p>4.2.2 Delivering the information of the text</p>
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C. Learning Aim

By the end of the lesson, students will have been able to presume and question the content, identify the structure, analyze the language features, clarify the content, understand the information, summarize the main idea, and deliver the information of analytical exposition text to maintain interpersonal relationships with teachers, friends, and others.

D. Teaching Material
Analytical Exposition Text

Analytical Exposition is a kind of text type that presents one side of an issue in a form of arguments. In other word, it can be said that an analytical exposition is used to argue point of view or to persuade the audience to do something, to persuade the reader or listener that something is the case.

Text Structure

a. Thesis

Thesis is part of analytical exposition text that introduce the topic and indicate the writer’s position. It consists of the author’s point of view or writer’s position and preview that outlines the main argument to be presented.

b. Arguments

Arguments are part of analytical exposition text that explain some arguments to support the writer's position. It consists of point that restates main arguments outlined in preview and elaboration that develops each point of arguments.

c. Reiteration

Reiteration is part of analytical exposition text that restates the writer's position. In this part, the author is restating the author's point of view and a conclusion summing up the arguments.

Language Features

a. Use of Simple Present Tense

Tense that use in analytical exposition text is present tense. It is to show an original opinion from the writer at that time. When the author argues about something in the case, the present tense is predominantly used.

b. Use of Modality

The use of modality is to show an explicitness opinion from the writer, it used to persuade the reader based on the writer's point of view.

c. Use of Material Processes

In the analytical exposition text used material processes or action verb. It means that there is a clear action do by the subject.

d. Use of Relational Processes

Relational processes that used in analytical exposition also called as linking verb that connected to the subject of complement.

e. Use of Mental Processes

Mental processes also called as thinking verb is verb that has close relation with someone's perception, sensing and thinking.

f. Focus on Generic Human and Non-Human Participant

In analytical exposition, when the writer compose the text, the writer will make it in general, so that there is no gap between one

and the others. It means that the writer focus on generic human and non-human participant.

g. Reasoning Expressed as Verb and Noun

In analytical exposition text, the argument from the writer should has a reason minimally. The reason that delivered by the writer expressed as a verb and noun.

Example of the text

Why is Learning English Important?

Why is Learning English Important? Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technic will include many countries in economic, social and politics development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than ones who do not. The above facts prove that everybody needs to learn English if he likes to greet the global era.

Why Exercise is Important?

The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many expert said that exercise has great role in making our body healthy

Being physically active offers many advantage. In physical reword, exercise can reduce weight then our body will become fitter. Exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes and some forms of cancer. Beside physical advantage, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy then we can increase our life quality and expectancy.

How can we do exercise while we are busy? Such question is commonly found among us. Actually exercise can be done in simple ways. We can go walking while shopping. In the office we can take stair rather than lift to run up and down. Or we can go cycling while enjoy the leisure time.

Over all, doing exercise is little bit difficult in busy life but the little bit of exercise will help better.

E. Teaching Method:

Scientific Approach: Observing – Questioning – Exploring – Associating – Communicating

Strategy : Reciprocal Teaching Technique

F. Teaching Activities

(3 x 45 minutes)

Teaching Step	Teaching Syntax	Description	Time
Introduction		Teacher greets and asks the student to pray before start the class. Teacher checks the students' attendance. Teacher reviews the material of previous meeting. Teacher built students' perception by asking their opinion about the important of exercise. Teacher gives orientation of the teaching by informing the aim and procedure of teaching.	15''

Main Activity	Observing	Students pro-active to share their opinion.	10''
	Questioning	With the guidance and direction from teacher, students ask something related to the material.	5''
	Exploring	Teacher asks students to work independently. Teacher shows two titles to the students. Students do 'predict and question' based on the titles. Students arrange some questions related to their prediction in the piece of paper.	10''
	Associating	Teacher gives an individual basic comprehension chart to students. Teacher gives two text for each.. Students do the activity by using reciprocal teaching technique steps. Students clarify their prediction and question based on the text given by the teacher. Students summarize their conclusion.	20''
	Communicating	Teacher mention a number of students. Students share their result of group discussion to the whole class (based on the steps of reciprocal teaching technique) based on the number mentioned by the teacher. Teacher gives feedback to the students presentation.	25''
Penutup		Teacher and students conclude the material together. Teacher reviews the material by asking some question to the students. Teacher delivers the next planning of the teaching to the students. Teacher gives test to the students. Students do the test by themselves.	50''

	Teacher and students close the meeting by reciting Basmallah together.	
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G. Assessment

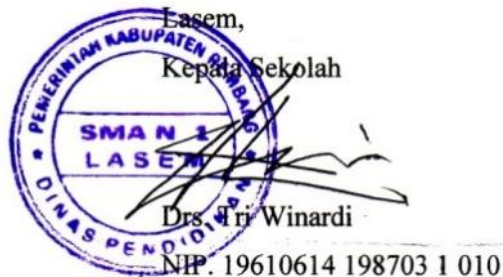
1. General Observation
2. Reciprocal Teaching Observation
3. Test
 - Number 1 – 10 (multiple choices) = 10
 - Number 11 – 15 (essay) = 10
 - Number 16 – 25 (matching word) = 20
 - Maximum score : 4 = result of the test (students' achievement)

H. Media, Equipment, dan Source of Learning

1. Media
 - Power point related to the material
 - Text
 - An individual basic comprehension chart
2. Equipment : Laptop, LCD.
3. Source of Learning
 - Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Buku Guru Bahasa Inggris SMA/SMK/MA/MAK Kelas XI*, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014.
 - Detik-detik Ujian Nasional Bahasa Inggris SMA/ MA tahun 2011

Guru Kelas


Ariyati



Attachment 1

General Observation

No	Indicator	Score					Total
		1	2	3	4	5	
1.	Students' attention toward the teacher's explanation						
2.	Students' enthusiasm in teaching learning process						
3.	Students' enthusiasm in finding the meaning of difficult words						
4.	Students' interaction to others and teacher						
5.	Students activeness in doing discussion						
Total score							

Score	Quantity of students
1	None
2	Few
3	Half
4	Many
5	Majority

The formula is:

$$P = \frac{X}{Xi} \times 100\%$$

P = percentage of the score

X = total score

Xi = maximum score

Category	Percentage
Poor	0% - 20%
Fair	21% - 40%
Average	41% - 60%
Good	61% - 80%
Excellent	81% - 100%

Attachment 2

Reciprocal Teaching Observation

Strategy	Score				Total
	1	2	3	4	
Predict					
Question					
Clarify					
summarize					
Total score					

Score	Category
1	Beginning
2	Developing
3	Proficient
4	Exemplary

Predict	
4	<ul style="list-style-type: none"> ▪ Use text features and clues to make logical predictions ▪ Uses background knowledge to make predictions ▪ Consistently uses the language of predicting ▪ Give solid reasons for predictions ▪ Discuss predictions with detail after rereading to change or confirm
3	<ul style="list-style-type: none"> ▪ Provides predictions that make sense ▪ Makes prediction based on text clues, background information ▪ Confirms and changes predictions throughout reading, usually gives reasons for predictions ▪ Checks predictions after reading ▪ Use the language of predicting most of the time

2	<ul style="list-style-type: none"> ▪ Makes some simple, sensible predictions ▪ Sometimes uses text clues and background to make predictions ▪ Makes some some predictions that are not sensible ▪ Sometimes gives reasons for predictions ▪ Begins to use the language of predicting such as “I think...will happen, because...”
1	<ul style="list-style-type: none"> ▪ Predictions don’t always make sense ▪ Does not use text clues such as illustration, headings, to make logical predictions ▪ Predictions are wild and not text based ▪ Experiences difficulty even when prompted in giving reasons for predictions

Question	
4	<ul style="list-style-type: none"> ▪ Consistently asks a mix of well-crafted question including recall questions that go with the events and ideas of the text; inferential questions; and critical thinking questions that take the discussion beyond the text such as “Why (How) do you think...?” or “How dose...compare to...” ▪ Asks questions about the theme and deeper meanings of the text
3	<ul style="list-style-type: none"> ▪ Asks several levels of questions including a mix of literal recall questions about the main ideas of the text, literal recall about important details of the text, and inferential questions ▪ Wonders about the text and beyond ▪ Sometimes asks questions of the author ▪ Ask critical thinking questions, such as “Why do you think...?”
2	<ul style="list-style-type: none"> ▪ Asks simple recall questions that go with the text and begin with <i>who, what, when, where, why, how, and what if</i> ▪ Ask simple “I wonder...” questions that relate to the text ▪ Sometimes asks inferential questions ▪ Sometimes asks main idea questions
1	<ul style="list-style-type: none"> ▪ Experiences difficulty formulating even simple literal recall questions that begin with questions words ▪ Asks questions about details in the text rather than

	<p>important ideas</p> <ul style="list-style-type: none"> ▪ Asks questions that do not correspond with the text
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Clarify	
4	<ul style="list-style-type: none"> ▪ Identifies words and ideas that are unclear ▪ Consistently identifies and uses a rich variety of strategies figuring out difficult words and ideas and portions of text (e.g, reread, read on, sound out) ▪ Identifies and clarifies high-level ideas such as idioms, metaphors, and symbolism)
3	<ul style="list-style-type: none"> ▪ Identifies words to clarify ▪ Sometimes identifies ideas and portions of the text to clarify ▪ Consistently uses more than one strategy for clarifying words and ideas (e.g, reread, read on, sound out)
2	<ul style="list-style-type: none"> ▪ Identifies words to clarify ▪ Identifies idea and portions of the text to clarify when prompted ▪ Uses the same one or two strategies to figure out words and ideas ▪ Sometimes does not realize that meaning has been lost ▪ Begins to use language of clarifying such as “I didn’t get...,so I...”
1	<ul style="list-style-type: none"> ▪ Does not stop to try to figure out words ▪ Identifies words to clarify when prompted ▪ Identifies ideas to clarify when prompted ▪ Uses only one strategy to figure out words or ideas and needs to be reminded of others ▪ Does not realize when he or she is stuck

Summarize	
4	<ul style="list-style-type: none"> ▪ Retells in own words using some of the new vocabulary ▪ Gives only most important events, points, and key details ▪ Summarizes, giving point in order ▪ Uses text structure to organize summary ▪ Uses reading and text supports such as illustrations and headings to summarize

3	<ul style="list-style-type: none"> ▪ Leave out unimportant details ▪ Usually retells in own words using a vocabulary word or two from the text ▪ Gives most of the points in correct order ▪ Usually draws from text structure to summarize ▪ Rereads and uses clues from the text
2	<ul style="list-style-type: none"> ▪ Finds it difficult to separate main ideas from unimportant details ▪ Includes some of the events in order but may give some out of order ▪ Leaves out some of the important events and ideas ▪ Needs prompting to reread or use text clues
1	<ul style="list-style-type: none"> ▪ Does not remember much of the reading ▪ Recalls random ideas or events from the text ▪ Includes unimportant details ▪ Needs heavy prompting to respond ▪ Does not reread or use text clues as tools for summarizing

The formula is:

$$P = \frac{X}{Xi} \times 100\%$$

P = percentage of the score

X = total score

Xi = maximum score

Category	Percentage
Poor	0% - 24%
Far	25% - 49%
Good	50% - 74%
Excellent	75% - 100%

Appendix 7

Pre-Research Test

Name :

No :

Subject : English

Time : 30 minutes

Class : XI MIA 3

School : SMA N 1 Lasem

31st of January 2015

Text for number 1-10.

Read the Analytical Exposition Text below carefully. Then, choose the best answer by crossing A, B, C, D, or E!

Most of teenagers need to go to school and there are a lot of schools over there. Nowadays, schools grow to offer plenty of choice; private and state ones. However it is a hard choice since there are many factors which need to be considered before making the selection. Some will be influenced by friends; because some friend got to certain school then we go to there too. Some prefer to choose certain school because of the closer distance. In fact, the primary decisive matter for selecting school is whether the school has been accredited or not.

Why is important to choose an accredited school? Well, accredited schools have an edge over the unaccredited schools. The label of Accredited School has a good impact for getting a job. As result, if there are two or more students with similar qualifications, the student who comes from the accredited school will have more opportunities than the other candidate.

Many students select certain school depending more on short term factors like friend influence and short distance from home. Choosing school which is closer to home will save time, energy and money. However if that school is not accredited, the time and money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities.

Besides, Personality and characterization of the students are very important . Most of students with good personality come from an accredited school are better than the others because they have good qualification and education from the teacher.

**adapted from Detik-detik ujian nasional bahasa inggris untuk SMA/MA tahun 2011*

1. What is the suitable title for the text above?
 - A. What is the Important Thing to Choose the Accredited School?
 - B. What is Accredited School?
 - C. Why is It Important to Choose the Accredited School?
 - D. What Do You Think About Accredited School?
 - E. How is Accredited School in Your Mind?

2. The author's purpose in this text is to
 - A. Persuade the reader to enter the accredited school only
 - B. Explain the advantages and disadvantages when enter the accredited school
 - C. Present the data about the accredited school
 - D. Explain the harm of the accredited school
 - E. Explain the luck of the accredited school from the author's point of view

3. However a student with good personality who comes from an accredited school is better than the others.
What is the coset the meaning of the underlined word?
 - A. Individualist
 - B. Good Manner
 - C. Good Critic
 - D. Arrogant
 - E. Vandal

4. The following statements are false, except. . . .
- A. There is an advantage only when enter the accredited school
 - B. Entering the accredited school is wasting time because it will spent much time,energy and money
 - C. The unaccredited school give more advantages
 - D. Choosing the accredited school is frugality because it doesn't spend much time, energy and money
 - E. You will have good opportunities when enter the unaccredited school
5. Which one of the following statements is not true about the text?
- A. The accredited school has good qualification than unaccredited
 - B. Choosing the accredited school is frugality
 - C. You will save more time, energy and money for selecting the accredited school
 - D. You will get some opportunities when enter the accredited school than unaccredited school
 - E. Students from the uncredited school will open the door more to get a job
6. However if that school is not accredited, the time and money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities.
The synonym of the underlined word is. . . .
- A. Reaching
 - B. Getting
 - C. Obtaining
 - D. Taking
 - E. Offering
7. Where in the text does the author mention how the author has been agreed to choose the accredited school because saving factors?
- A. Paragraph 1
 - B. Paragraph 2

- C. Paragraph 3
- D. Paragraph 4
- E. All of the paragraph

8. What can we conclude from the text above?
- A. The accredited schools have unqualified teacher
 - B. There are a lot of factors that show the accredited schools are better
 - C. Both of accredited school students and unaccredited school students have good personality
 - D. Good students is accredited students
 - E. The accredited schools give better opportunities and make the students have good personality
9. However a student with good personality who comes from an accredited school is better than the others.
'the others' here is refers to.
- A. Accredited school students
 - B. Unaccredited school students
 - C. Islamic School Students
 - D. Senior High School Students
 - E. Junior High School Students
10. What is the principal factor for choosing school?
- A. The school is accredited or not
 - B. The school is far or not
 - C. Friends' influence
 - D. The school is free
 - E. Students' interest

Text for number 11-15.

Read the Analytical Exposition Text below carefully. Then, Fill the question according to the text.

The Dangerous of Using Drugs

Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because it can make negative effects for our health and mental.

In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are making unconscious, hallucinate, harm our nerve, and cause addictive effects. Beside that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally the tip is DEATH!

When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self harm, debilitate. And Islam proscribes all that can cause badness, self harm because it is included 'zhalim'. Also if we use drugs, it means we already do the forbidden things in Islam, it means we make a sin. So, in terms of Islamic law, using drugs also dangerous.

Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, also their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers –in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroyed!

So, we must pay attention of drugs, because it's very dangerous, both in terms of health, religion (Islam), nationality and state.

**adapted from Detik-detik ujian nasional bahasa inggris untuk SMA/MA tahun 2011*

11. What is the main idea of the second paragraph?

.....
.....
.....
.....

12. Why drugs are forbidden in Islamic Law?

.....
.....
.....
.....

13. What will happen if most of teenagers in Indonesia use drugs?

.....
.....
.....
.....

14. Mention the examples of negative effects of drugs for our health and mental !. (2 for each point of view)

.....
.....
.....
.....

15. What is the conclusion of the text above?

.....
.....
.....
.....

Match the Words bellow with the right definition!

Fobidden *Qualification* *Gaining* *Zhalim*
Youth *Endanger* *Damage* *Accredited*
Personality *Impact*

16. Harm or injury

Answer:.....

17. The effect that has on someone or something

Answer:.....

18. Character as a person

Answer:.....

19. Not allowed by an official rule

Answer:.....

20. Youth people generally

Answer:.....

21. Forbidden thing in islam

Answer:.....

22. To get something useful or positive

Answer:.....

23. Skill that has by someone

Answer:.....

24. To put someone or something in a situation where they might be seriously damaged

Answer:.....

25. Officially approved

Answer:.....

Appendix 8

TEST OF CYCLE I

Name :

No :

Subject : English

Time : 30 minutes

Class : XI MIA 3

School : SMA N 1 Lasem

7th of March 2015

Text for number 1-10.

Read the Analytical Exposition Text below carefully. Then, choose the best answer by crossing A, B, C, D, or E!

Most of teenagers need to go to school and there are a lot of schools over there. Nowadays, schools grow to offer plenty of choice; private and state ones. However it is a hard choice since there are many factors which need to be considered before making the selection. Some will be influenced by friends; because some friend got to certain school then we go to there too. Some prefer to choose certain school because of the closer distance. In fact, the primary decisive matter for selecting school is whether the school has been accredited or not.

Why is important to choose an accredited school? Well, accredited schools have an edge over the unaccredited schools. The label of Accredited School has a good impact for getting a job. As result, if there are two or more students with similar qualifications, the student who comes from the accredited school will have more opportunities than the other candidate.

Many students select certain school depending more on short term factors like friend influence and short distance from home. Choosing school which is closer to home will save time, energy and money. However if that school is not accredited, the time and money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities.

Besides, Personality and characterization of the students are very important . Most of students with good personality come from an accredited school are better than the others because they have good qualification and education from the teacher.

**adapted from Detik-detik ujian nasional bahasa inggris untuk Sma/
MA tahun 2011*

1. What is the suitable title for the text above?
 - A. What is the Important Thing to Choose the Accredited School?
 - B. What is Accredited School?
 - C. Why is It Important to Choose the Accredited School?
 - D. What Do You Think About Accredited School?
 - E. How is Accredited School in Your Mind?

2. The author's purpose in this text is to. . . .
 - A. Persuade the reader to enter the accredited school only
 - B. Explain the advantages and disadvantages when enter the accredited school
 - C. Present the data about the accredited school
 - D. Explain the harm of the accredited school
 - E. Explain the luck of the accredited school from the author's point of view

3. However a student with good personality who comes from an accredited school is better than the others.
What is the coset the meaning of the underlined word?
 - A. Individualist
 - B. Good Manner
 - C. Good Critic
 - D. Arrogant
 - E. Vandal

4. The following statements are false, except. . . .
- A. There is an advantage only when enter the accredited school
 - B. Entering the accredited school is wasting time because it will spent much time,energy and money
 - C. The unaccredited school give more advantages
 - D. Choosing the accredited school is frugality because it doesn't spend much time, energy and money
 - E. You will have good opportunities when enter the unaccredited school
5. Which one of the following statements is not true about the text?
- A. The accredited school has good qualification than unaccredited
 - B. Choosing the accredited school is frugality
 - C. You will save more time, energy and money for selecting the accredited school
 - D. You will get some opportunities when enter the accredited school than unaccredited school
 - E. Students from the uncredited school will open the door more to get a job
6. However if that school is not accredited, the time and money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities.
The synonym of the underlined word is. . . .
- A. Reaching
 - B. Getting
 - C. Obtaining
 - D. Taking
 - E. Offering
7. Where in the text does the author mention how the author has been agreed to choose the accredited school because saving factors?
- A. Paragraph 1
 - B. Paragraph 2

- C. Paragraph 3
- D. Paragraph 4
- E. All of the paragraph

8. What can we conclude from the text above?
- A. The accredited schools have unqualified teacher
 - B. There are a lot of factors that show the accredited schools are better
 - C. Both of accredited school students and unaccredited school students have good personality
 - D. Good students is accredited students
 - E. The accredited schools give better opportunities and make the students have good personality
9. However a student with good personality who comes from an accredited school is better than the others.
'the others' here is refers to.
- A. Accredited school students
 - B. Unaccredited school students
 - C. Islamic School Students
 - D. Senior High School Students
 - E. Junior High School Students
10. What is the principal factor for choosing school?
- A. The school is accredited or not
 - B. The school is far or not
 - C. Friends' influence
 - D. The school is free
 - E. Students' interest

Text for number 11-15.

Read the Analytical Exposition Text below carefully. Then, Fill the question according to the text.

The Dangerous of Using Drugs

Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because it can make negative effects for our health and mental.

In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are making unconscious, hallucinate, harm our nerve, and cause addictive effects. Beside that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally the tip is DEATH!

When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self harm, debilitate. And Islam proscribes all that can cause badness, self harm because it is included 'zhalim'. Also if we use drugs, it means we already do the forbidden things in Islam, it means we make a sin. So, in terms of Islamic law, using drugs also dangerous.

Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, also their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers –in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroyed!

So, we must pay attention of drugs, because it's very dangerous, both in terms of health, religion (Islam), nationality and state.

**adapted from Detik-detik ujian nasional bahasa inggris
untuk SMA/MA tahun 2011*

11. What is the main idea of the second paragraph?

.....
.....
.....
.....

12. Why drugs are forbidden in Islamic Law?

.....
.....
.....
.....

13. What will happen if most of teenagers in Indonesia use drugs?

.....
.....
.....
.....

14. Mention the examples of negative effects of drugs for our health and mental !. (2 for each point of view)

.....
.....
.....
.....

15. What is the conclusion of the text above?

.....
.....
.....
.....

Match the Words bellow with the right definition!

Fobidden

Qualification

Gaining

Zhalim

Youth

Endanger

Damage

Accredited

Personality

Impact

16. Harm or injury

Answer:.....

17. The effect that has on someone or something

Answer:.....

18. Character as a person

Answer:.....

19. Not allowed by an official rule

Answer:.....

20. Youth people generally

Answer:.....

21. Forbidden thing in islam

Answer:.....

22. To get something useful or positive

Answer:.....

23. Skill that has by someone

Answer:.....

24. To put someone or something in a situation where they might be seriously damaged

Answer:.....

25. Officially approved

Answer:.....

Appendix 9

TEST OF CYCLE II

Name :

No :

Subject : English

Time : 30 minutes

Class : XI MIA 3

School : SMA N 1 Lasem

21st of March 2015

Text for number 1-10.

Read the Analytical Exposition Text below carefully. Then, Choose the best answer by crossing A, B, C, D, or E!

Nowdays, computer and internet are useful for supporting children's education. Besides, Information about health and safe usage of computer and internet, especially for children, should be owned by each family. Computer connected to internet is powerful way to socialize with others. It is not only can be a good thing to support children's education but also can be something bad for children. Recently we have been heard a lot of children get the advantages of social networking sites but we often see the news about the disadvantages of it for children. Healthy and safety of computer and internet usage should continue to be campaigned.

The role of parent in assisting and directing children in using computer is very necessary. Installation of software monitor such as key logger which has function to watch and note all activities relating to keyboard usage are very helpful but it does not enough to protect children from potential harms. Children tend to hide what they have done in front of the computer to their parent. They see that all of they have done are their privacy and no one may know.

We can not prevent children from using computer because it is multifunctional. However, many parents worry about what their kids do in front of the computer; whether they are doing homework or even just playing games or spending all time to surf internet which is

the materials do not fit with his age. There is a tendency, especially teenagers, want to become acquainted with many strangers outside. The lack parental supervision of children's activities is likely to pose a potential danger to them. So parental monitor against the use of computers needs to be done from time to time.

**adapted from Detik-detik ujian nasional bahasa inggris untuk Sma/ MA tahun 2011*

1. What is the suitable title for the text above?
 - A. What is the Important of Internet Access?
 - B. What is Computer?
 - C. Why is It Important to Monitor Children when use Internet?
 - D. What Do You Think About Internet?
 - E. How is Internet in Your Mind?

2. The author's purpose in this text is to.
 - A. Persuade the reader to use internet
 - B. Explain the disadvantages of using internet from time to time
 - C. Present the data about the use of computer
 - D. Explain the advantages and disadvantages of using internet
 - E. Explain the luck of computer

3. So parental monitor against the use of computers needs to be done from time to time.

What is the meaning of the underlined word?

- A. Infrequently
- B. Ocasionally
- C. Continually
- D. Usually
- E. Inactively

4. The following statements are false, except. . . .
- A. We cannot socialize when use internet
 - B. Children will open about all their activities when they use internet
 - C. The internet gives more advantages
 - D. Computer is multifungsional, it easy to monitor
 - E. The role of parents in directing their children is necessary
5. Which one of the following statements is not true about the text?
- A. The internet helps children to do everythings
 - B. Parents have big deal in assisting their children in using internet
 - C. Children tend to hide their activity in using internet
 - D. Parents' monitoring is necessary
 - E. Computer is multifungsional
6. The role of parent in assisting and directing children in using computer is very necessary.
The synonym of the underline word is. . . .
- A. Reaching
 - B. Advising
 - C. Following
 - D. Asking
 - E. Helping
7. Where in the text does the author mention how the author has been agreed to monitor children when use internet ?
- A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 3
 - D. None
 - E. All of the paragraph

8. What can we conclude from the text above?
- A. Parental monitor in monitoring the children when use internet is necessary
 - B. There are a lot of factors that make internet is important
 - C. Both of computer and internet is necessary
 - D. Good children is where he or she can operate computer
 - E. The internet gives better opportunities and make the children be an honest person
9. There is a tendency, especially teenagers, want to become acquainted with many strangers outside.
'strangers outside' here is refers to. . . .
- A. Someone who does not know by her/him
 - B. Her/ his relatives
 - C. Her/ his family
 - D. Someone who fill her/ his heart
 - E. Her/ his close friend
10. There are some activities that can be done by children with internet, except...
- A. Surfing some information
 - B. Browsing for homework
 - C. Playing some games
 - D. Searching some materials
 - E. Gaining money

Text for number 11-15.

Read the Analytical Exposition Text below carefully. Then, Fill the question according to the text.

Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. However, smoking is not good for every body else because it makes any diseases.

**adapted from Detik-detik ujian nasional bahasa inggris untuk Sma/ MA tahun 2011*

11. What is the main idea of the third paragraph?

.....
.....
.....
.....

12. How can non smoker has cancer?

.....
.....
.....
.....

13. Mention some diseases that caused by smoking?

.....
.....
.....
.....

14. Are non smokers have same risk with smokers?

.....
.....
.....
.....
.....

15. What is the conclusion of the text above?

.....
.....
.....
.....
.....

Match the words with the right definition!

<i>Useful</i>	<i>Role</i>	<i>Multifunctional</i>	<i>Company</i>
<i>Disease</i>	<i>Habit</i>	<i>Risk</i>	<i>Networking</i>
<i>Substance</i>	<i>Assisting</i>		

16. Material has by something

Answer:.....

17. Helping you to do or achive something

Answer:.....

18. An illness caused by an infection

Answer:.....

19. Has more than one advantage

Answer:.....

20. Helping someone

Answer:.....

21. The job of someone or something in particular situation

Answer:.....

22. Connecting computer that can share program and information

Answer:.....

23. An organization which sells goods or services

Answer:.....

24. Something that do by someone regulary

Answer:.....

.....

25. Something that might happen

Answer:.....

TEST OF CYCLE III

Name :

No :

Subject : English

Time : 30 minutes

Class : XI MIA 3

School : SMA N 1 Lasem

4th of April 2015

Text for number 1-5.

Read the Analytical Exposition Text below carefully. Then, Choose the best answer by crossing A, B, C, D, or E!

Why is Learning English Important? Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technic will include many countries in economic, social and politics development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than ones who do not. The above facts

prove that everybody needs to learn English if he likes to greet the global era.

**adapted from Detik-detik ujian nasional bahasa inggris untuk Sma/
MA tahun 2011*

1. What is the suitable title for the text above?
 - A. What is the Important of English?
 - B. What is Learning English?
 - C. Why is It Important to Speak English?
 - D. What Do You Think About Learning English?
 - E. Why is Learning English Important?

2. The author's purpose in this text is to.
 - A. Persuade the reader to use english
 - B. Explain the advantages and disadvantages when learning english
 - C. Present the data about the important of learning english
 - D. Explain the harm of learning english
 - E. Explain the important of learning english in global era

3. Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English.
What is the meaning of the underline word?
 - A. Important
 - B. Above
 - C. Roof
 - D. Unimportant
 - E. Necessary

4. The following statements are false, except.
 - A. English is not an international language
 - B. English is an international language
 - C. There is arabic-english language

- D. Indonesia uses english as native language
- E. English doesn't important in applying a job vacancy

5. It can be either as a first or second language.

'it' here is refers to. . . .

- A. English
- B. Mandarin
- C. Indonesia
- D. Arabic
- E. France

6. Everyone recognize that English is an international Language.

The synonym of the underline word is. . . .

- A. Comprehend
- B. Accept
- C. Prove
- D. Respect
- E. Declare

7. Is English the most global spoken language?

- A. No, it is not
- B. Yes, it was
- C. Yes, it did
- D. Yes, it is
- E. No, it is not

8. Job applicants who master English are more favorable than ones who do not.

It means that. . . .

- A. They cannot do something
- B. They have to learn more about English
- C. They should hard work to get something
- D. They have big chance to get something
- E. They cannot do everything by themselves

9. There are various names of English in this world, except. . . .
- A. American, Australian, Indonesian English
 - B. American, Australian, Singaporean English
 - C. American, Australian, British
 - D. American, Singaporean English, British
 - E. American, British, Singaporean English
10. Is English only a passive communication?
- A. Yes, it is
 - B. Yes, it was
 - C. No, it is not
 - D. No, it was not
 - E. No, it cannot

Text for number 11-15.

Read the Analytical Exposition Text below carefully. Then, Fill the question according to the text.

Why Exercise is Important

The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many expert said that exercise has great role in making our body healthy

Being physically active offers many advantage. In physical reword, exercise can reduce weight then our body will become fitter. Exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes and some forms of cancer. Beside physical advantage, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy then we can increase our life quality and expectancy.

How can we do exercise while we are busy? Such question is commonly found among us. Actually exercise can be done in simple ways. We can go walking while shopping. In the office we can take stair rather than lift to run up and down. Or we can go cycling while enjoy the leisure time.

Over all, doing exercise is little bit difficult in busy life but the little bit of exercise will help better.

**adapted from Detik-detik ujian nasional bahasa inggris untuk Sma/
MA tahun 2011*

11. What is the content of the second paragraph?

.....
.....
.....
.....

12. Why is it important to exercise?

.....
.....
.....
.....

13. How can we do an exercise while busy?

.....
.....
.....
.....

14. Mention some risk when we have no exercise!

.....
.....
.....
.....

15. What is the conclusion of the text above?

.....
.....
.....
.....

Match the words with the right definition!

Exercise *Science* *Reduce Commonly*
Instruction *Requirement* *Expectancy*
Recognize *Various* *Interaction*

16. Physical activity that makes healthy
Answer:.....

17. Something that you have been told to do
Answer:.....

18. Often or usually
Answer:.....

19. Many different
Answer:.....

20. Something that is needed
Answer:.....

21. To accept that something is true or real
Answer:.....

22. The study and knowledge of the structure and behaviour of natural things
Answer:.....

23. The activity of talking and doing things with other people
Answer:.....
.....

24. When someone think that something pleasant or exciting is going to happen
Answer:.....

25. To make something less
Answer:.....

Appendix 11

ANSWER KEY

Preliminary Research

1. C
2. E
3. B
4. D
5. E
6. B
7. C
8. E
9. B
10. A
11. The negative impact of using drugs are making unconscious, hallucinate, and the most dangerous one is death.
12. Because it is cause badness, self-harm and debilitate where in Islam it is included zhalim. It means we make a sin.
13. It can endanger their future, homeland, and country.
14. For health : liver and schizopheria, for mental : hallucinate and depressed.
15. Drugs are dangerous for health, religion, nationality and state. The negative impacts of drugs are more than the positive impacts.
16. Damage
17. Impact
18. Personality
19. Forbidden
20. Youth
21. Zhalim
22. Gaining
23. Qualification
24. Endanger
25. Accredited

Cycle I

1. C
2. E
3. B
4. D
5. E
6. B
7. C
8. E
9. B
10. A
11. The negative impact of using drugs are making unconcious, hallucinate, and the most dangerous one is death.
12. Because it is cause badness, self-harm and debilitate where in Islam it is included zhalim. It means we make a sin.
13. It can endanger their future, homeland, and country.
14. For health : liver and schizopheria, for mental : hallucinate and depressed.
15. Drugs are dangerous for health, religion, nationality and state. The negative impacts of drugs are more than the positive impacts.
16. Damage
17. Impact
18. Personality
19. Forbidden
20. Youth
21. Zhalim
22. Gaining
23. Qualification
24. Endanger
25. Accredited

Cycle II

1. C
2. B
3. C
4. E
5. A
6. E
7. C
8. A
9. A
10. E
11. The risk of non smoker health.
12. If they often breath the smoke of ciggarettes, they often in smoky room or near the smoker.
13. Cancer, bronchitis and pneumonia.
14. Yes, they are.
15. Smoking is not good for our health because it makes any disease.
16. Substance
17. Useful
18. Disease
19. Multifungtional
20. Assisting
21. Role
22. Networking
23. Company
24. Habit
25. Risk

Cycle III

1. E
2. E
3. A
4. B
5. A
6. B
7. D
8. D
9. A
10. C
11. Being physically active offers many advantages or the advantages of exercise.
12. Because exercise has great role in making our body healthy.
13. Go walking while shopping, take stair rather than lift to run up and down, and go cycling while enjoy the leisure time.
14. Heart disease, diabetes, cancer, etc.
15. Exercise is important because it makes us have better life and healthy.
16. Exercise
17. Instruction
18. Commonly
19. Various
20. Requirement
21. Recognize
22. Science
23. Interaction
24. Expectacy
25. Reduce

Appendix 12

Pre-Research Test

Name : Elis Prianita N
No : 10
Subject : English
Time : 30 minutes
Class : XI MIA 3
School : SMA N 1 Lasem
31st of January 2015

118



Text for number 1-10.

Read the Analytical Exposition Text below carefully. Then, choose the best answer by crossing A, B, C, D, or E!

Most of teenagers need to go to school and there are a lot of schools over there. Nowadays, schools grow to offer plenty of choice; private and state ones. However it is a hard choice since there are many factors which need to be considered before making the selection. Some will be influenced by friends; because some friend got to certain school then we go to there too. Some prefer to choose certain school because of the closer distance. In fact, the primary decisive matter for selecting school is whether the school has been accredited or not.

Why is important to choose an accredited school? Well, accredited schools have an edge over the unaccredited schools. The label of Accredited School has a good impact for getting a job. As result, if there are two or more students with similar qualifications, the student who comes from the accredited school will have more opportunities than the other candidate.

Many students select certain school depending more on short term factors like friend influence and short distance from home. Choosing school which is closer to home will save time, energy and money. However if that school is not accredited, the time and money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities.

Besides, Personality and characterization of the students are very important . Most of students with good personality come from an accredited school are better than the others because they have good qualification and education from the teacher.

**adapted from Detik-detik ujian nasional bahasa inggris untuk SMA/ MA tahun 2011*

1. What is the suitable title for the text above?
A. What is the Important Thing to Choose the Accredited School?
B. What is Accredited School?
 C. Why is It Important to Choose the Accredited School?
D. What Do You Think About Accredited School?
E. How is Accredited School in Your Mind?

2. The author's purpose in this text is to
A. Persuade the reader to enter the accredited school only
B. Explain the advantages and disadvantages when enter the accredited school
C. Present the data about the accredited school
D. Explain the harm of the accredited school
 E. Explain the luck of the accredited school from the author's point of view

3. However a student with good personality who comes from an accredited school is better than the others.
What is the coset the meaning of the underlined word?

- A. Individualist
- B. Good Manner
- C. Good Critic
- D. Arrogant
- E. Vandal

4. The following statements are false, except. . . .

- A. There is an advantage only when enter the accredited school
- B. Entering the accredited school is wasting time because it will spent much time,energy and money
- C. The unaccredited school give more advantages
- D. Choosing the accredited school is frugality because it doesn't spend much time, energy and money
- E. You will have good opportunities when enter the unaccredited school

5. Which one of the following statements is not true about the text?

- A. The accredited school has good qualification than unaccredited
- B. Choosing the accredited school is frugality
- C. You will save more time, energy and money for selecting the accredited school
- D. You will get some opportunities when enter the accredited school than unaccredited school
- E. Students from the uncredited school will open the door more to get a job

6. However if that school is not accredited, the time and money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities.

The synonym of the underlined word is. . . .

- A. Reaching
- B. Getting
- C. Obtaining
- D. Taking
- E. Offering

7. Where in the text does the author mention how the author has been agreed to choose the accredited school because saving factors?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4
- E. All of the paragraph

8. What can we conclude from the text above?

- A. The accredited schools have unqualified teacher
- B. There are a lot of factors that show the accredited schools are better
- C. Both of accredited school students and unaccredited school students have good personality
- D. Good students is accredited students
- E. The accredited schools give better opportunities and make the students have good personality

9. However a student with good personality who comes from an accredited school is better than the others.

'the others' here is refers to. . . .

- A. Accredited school students
- B. Unaccredited school students
- C. Islamic School Students
- D. Senior High School Students
- E. Junior High School Students

10. What is the principal factor for choosing school?
- A. The school is accredited or not
 - B. The school is far or not
 - C. Friends' influence
 - D. The school is free
 - E. Students' interest

5 **Text for number 11-15.**
Read the Analytical Exposition Text below carefully. Then, Fill the question according to the text.

The Dangerous of Using Drugs

Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because it can make negative effects for our health and mental.

In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are making unconscious, hallucinate, harm our nerve, and cause addictive effects. Beside that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally the tip is DEATH!

When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self harm, debilitate. And Islam proscribes all that can cause badness, self harm because it is included 'zhalim'. Also if we use drugs, it means we already do the forbidden things in Islam, it means we make a sin. So, in terms of Islamic law, using drugs also dangerous.

Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, also their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers –in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroyed!

So, we must pay attention of drugs, because it's very dangerous, both in terms of health, religion (Islam), nationality and state.

**adapted from Detik-detik ujian nasional bahasa inggris untuk SMA/ MA tahun 2011*

11. What is the main idea of the second paragraph?
 2 Negative of using drugs can death

12. Why drugs are forbidden in Islamic Law?
 1 Zhalim

13. What will happen if most of teenagers in Indonesia use drugs?

.....
.....
.....
14. Mention the examples of negative effects of drugs for our health and mental l. (2 for each point of view)

.....
.....
.....
15. What is the conclusion of the text above?
Drugs dangerous for our health, nationality

2
Match the Words below with the right definition!

Fobidden
Endanger

Qualification
Damage

Gaining
Accredited

Zhalim
Personality

Youth
Impact

16. Harm or injury

Answer:.....

17. The effect that has on someone or something

Answer:.....

18. Character as a person

Answer: Personality

19. Not allowed by an official rule

Answer:.....

20. Youth people generally

Answer: Youth

21. Forbidden thing in islam

Answer: Zhalim

22. To get something useful or positive

Answer:.....

23. Skill that has by someone

Answer:.....

24. To put someone or something in a situation where they might be seriously damaged

Answer:.....

25. Officially approved

Answer: Accredited

Appendix 13

TEST OF CYCLE I

Name : *Alfikun Nadhirah*
No : *2*
Subject: English
Time : *50* minutes
Class : XI MIA 3
School : SMA N 1 Lasem
7th of March 2015

8
7
12
29
27

Text for number 1-10.

Read the Analytical Exposition Text below carefully. Then, choose the best answer by crossing A, B, C, D, or E!

Most of teenagers need to go to school and there are a lot of schools over there. Nowadays, schools grow to offer plenty of choice; private and state ones. However it is a hard choice since there are many factors which need to be considered before making the selection. Some will be influenced by friends; because some friend got to certain school then we go to there too. Some prefer to choose certain school because of the closer distance. In fact, the primary decisive matter for selecting school is whether the school has been accredited or not.

Why is important to choose an accredited school? Well, accredited schools have an edge over the unaccredited schools. The label of Accredited School has a good impact for getting a job. As result, if there are two or more students with similar qualifications, the student who comes from the accredited school will have more opportunities than the other candidate.

Many students select certain school depending more on short term factors like friend influence and short distance from home. Choosing school which is closer to home will save time, energy and money. However if that school is not accredited, the time and money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities.

Besides, Personality and characterization of the students are very important. Most of students with good personality come from an accredited school are better than the others because they have good qualification and education from the teacher.

**adapted from Detik-detik ujian nasional bahasa inggris untuk Sma/ MA tahun 2011*

1. What is the suitable title for the text above?
 - A. What is the Important Thing to Choose the Accredited School?
 - B. What is Accredited School?
 - C. Why is It Important to Choose the Accredited School?
 - D. What Do You Think About Accredited School?
 - E. How is Accredited School in Your Mind?
2. The author's purpose in this text is to
 - A. Persuade the reader to enter the accredited school only
 - B. Explain the advantages and disadvantages when enter the accredited school
 - C. Present the data about the accredited school
 - D. Explain the harm of the accredited school
 - E. Explain the luck of the accredited school from the author's point of view
3. However a student with good personality who comes from an accredited school is better than the others.

What is the correct meaning of the underlined word?

- A. Individualist
 - B. Good Manner
 - C. Good Critic
 - D. Arrogant
 - E. Vandal
4. The following statements are false, except. . . .
- A. There is an advantage only when enter the accredited school
 - B. Entering the accredited school is wasting time because it will spent much time,energy and money
 - C. The unaccredited school give more advantages
 - D. Choosing the accredited school is frugality because it doesn't spend much time, energy and money
 - E. You will have good opportunities when enter the unaccredited school
5. Which one of the following statements is not true about the text?
- A. The accredited school has good qualification than unaccredited
 - B. Choosing the accredited school is frugality
 - C. You will save more time, energy and money for selecting the accredited school
 - D. You will get some opportunities when enter the accredited school than unaccredited school
 - E. Students from the uncredited school will open the door more to get a job
6. However if that school is not accredited, the time and money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities. The synonym of the underlined word is. . . .
- A. Reaching
 - B. Getting
 - C. Obtaining
 - D. Taking
 - E. Offering
7. Where in the text does the author mention how the author has been agreed to choose the accredited school because saving factors?
- A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 3
 - D. Paragraph 4
 - E. All of the paragraph
8. What can we conclude from the text above?
- A. The accredited schools have unqualified teacher
 - B. There are a lot of factors that show the accredited schools are better
 - C. Both of accredited school students and unaccredited school students have good personality
 - D. Good students is accredited students
 - E. The accredited schools give better opportunities and make the students have good personality
9. However a student with good personality who comes from an accredited school is better than the others. 'the others' here is refers to. . . .

- A. Accredited school students
- B. Unaccredited school students
- C. Islamic School Students
- D. Senior High School Students
- E. Junior High School Students

10. What is the principal factor for choosing school?

- A. The school is accredited or not
- B. The school is far or not
- C. Friends' influence
- D. The school is free
- E. Students' interest

9

Text for number 11-15.

Read the Analytical Exposition Text below carefully. Then, Fill the question according to the text.

The Dangerous of Using Drugs

Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because it can make negative effects for our health and mental.

In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are making unconscious, hallucinate, harm our nerve, and cause addictive effects. Beside that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally the tip is DEATH!

When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self harm, debilitate. And Islam proscribes all that can cause badness, self harm because it is included 'zhalim'. Also if we use drugs, it means we already do the forbidden things in Islam, it means we make a sin. So, in terms of Islamic law, using drugs also dangerous.

Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, also their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers -in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroyed!

So, we must pay attention of drugs, because it's very dangerous, both in termsof health, religion (Islam), nationality and state.

**adapted from Detik-detik ujian nasional bahasa inggris untuk SMA/ MA tahun 2011*

11. What is the main idea of the second paragraph?

2. Negatively impact of using Drugs can make harm

12. Why drugs are forbidden in Islamic Law?

.....

.....

.....

13. What will happen if most of teenagers in Indonesia use drugs?

1. endanger future

.....
.....
.....
14. Mention the examples of negative effects of drugs for our health and mental !. (2 for each point of view)

1 - Liver and schizophrenia
2 - Hallucination and depression

15. What is the conclusion of the text above?

2 Drugs are dangerous for health, rationality and life.

Match the Words below with the right definition!

Forbidden
Endanger

Qualification
Damage

Gaining
Accredited

Zhalim
Personality

Youth
Impact

16. Harm or injury

Answer:.....

17. The effect that has on someone or something

Answer:.....

18. Character as a person

Answer: Personality

19. Not allowed by an official rule

Answer: forbidden

20. Youth people generally

Answer: Youth

21. Forbidden thing in islam

Answer: HARAM

22. To get something useful or positive

Answer:.....

23. Skill that has by someone

Answer:.....

24. To put someone or something in a situation where they might be seriously damaged

Answer: Endanger

25. Officially approved

Answer: Accredited

Appendix 14

TEST OF CYCLE II

Name : *Andi Yuniarta*
No : *5*
Subject: English
Time : 30 minutes
Class : XI MIA 3
School : SMA N 1 Lasem
21st of March 2015

30
20
10
316

Text for number 1-10.

Read the Analytical Exposition Text below carefully. Then, Choose the best answer by crossing A, B, C, D, or E!

Nowdays, computer and internet are useful for supporting children's education. Besides, Information about health and safe usage of computer and internet, especially for children, should be owned by each family. Computer connected to internet is powerful way to socialize with others. It is not only can be a good thing to support children's education but also can be something bad for children. Recently we have been heard a lot of children get the advantages of social networking sites but we often see the news about the disadvantages of it for children. Healthy and safety of computer and internet usage should continue to be campaigned.

The role of parent in assisting and directing children in using computer is very necessary. Installation of software monitor such as key logger which has function to watch and note all activities relating to keyboard usage are very helpful but it does not enough to protect children from potential harms. Children tend to hide what they have done in front of the computer to their parent. They see that all of they have done are their privacy and no one may know.

We can not prevent children from using computer because it is multifunctional. However, many parents worry about what their kids do in front of the computer; whether they are doing homework or even just playing games or spending all time to surf internet which is the materials do not fit with his age. There is a tendency, especially teenagers, want to become acquainted with many strangers outside. The lack parental supervision of children's activities is likely to pose a potential danger to them. So parental monitor against the use of computers needs to be done from time to time.

**adapted from Detik-detik ujian nasional bahasa inggris untuk Sma/ MA tahun 2011*

1. What is the suitable title for the text above?
 - A. What is the Important of Internet Access?
 - B. What is Computer?
 - C. Why is It Important to Monitor Children when use Internet?
 - D. What Do You Think About Internet?
 - E. How is Internet in Your Mind?
2. The author's purpose in this text is to
 - A. Persuade the reader to use internet
 - B. Explain the disadvantages of using internet from time to time
 - C. Present the data about the use of computer
 - D. Explain the advantages and disadvantages of using internet
 - E. Explain the luck of computer
3. So parental monitor against the use of computers needs to be done from time to time.

What is the meaning of the underlined word?

- A. Infrequently
- B. Occasionally
- C. Continually
- D. Usually
- E. Inactively

4. The following statements are false, except. . . .

- A. We cannot socialize when use internet
- B. Children will open about all their activities when they use internet
- C. The internet gives more advantages
- D. Computer is multifungsional, it easy to monitor
- E. The role of parents in directing their children is necessary

5. Which one of the following statements is not true about the text?

- A. The internet helps children to do everythings
- B. Parents have big deal in assisting their children in using internet
- C. Children tend to hide their activity in using internet
- D. Parents' monitoring is necessary
- E. Computer is multifungsional

6. The role of parent in assisting and directing children in using computer is very necessary.

The synonym of the underline word is. . . .

- A. Reaching
- B. Advising
- C. Following
- D. Asking
- E. Helping

7. Where in the text does the author mention how the author has been agreed to monitor children when use internet ?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. None
- E. All of the paragraph

8. What can we conclude from the text above?

- A. Parental monitor in monitoring the children when use internet is necessary
- B. There are a lot of factors that make internet is important
- C. Both of computer and internet is necessary
- D. Good children is where he or she can operate computer
- E. The internet gives better opportunities and make the children be an honest person

9. There is a tendency, especially teenagers, want to become acquainted with many strangers outside.

'strangers outside' here is refers to. . . .

- A. Someone who does not know by her/him
- B. Her/ his relatives
- C. Her/ his family

- D. Someone who fill her/ his heart
- E. Her/ his close friend

10. There are some activities that can be done by children with internet, except....
- A. Surfing some information
 - B. Browsing for homework
 - C. Playing some games
 - D. Searching some materials
 - E. Gaining money

Text for number 11-15.

Read the Analytical Exposition Text below carefully. Then, Fill the question according to the text.

Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. However, smoking is not good for every body else because it makes any diseases.

**adapted from Detik-detik ujian nasional bahasa inggris untuk Sma/ MA tahun 2011*

11. What is the main idea of the third paragraph?

Disarankan untuk berhenti merokok

12. How can non smoker has cancer?

If they often breathe the smoke of other smoker

13. Mention some diseases that caused by smoking?

*Cancer
Bronchitis*

14. Are non smokers have same risk with smokers?

No, they are

15. What is the conclusion of the text above?

Smoking is not good

.....
.....
.....
Match the words with the right definition!

Useful Role Multifunctional Company Disease
Habit Risk Networking Substance Assisting

⑨

16. Material has by something

Answer: Substance

17. Helping you to do or achive something

Answer: Useful

18. An illness caused by an infection

Answer: Disease

19. Has more than one advantage

Answer: Multifunctional

20. Helping someone

Answer: Assisting

21. The job of someone or something in particular situation

Answer: Role

22. Connecting computer that can share program and information

Answer: Networking

23. An organization which sells goods or services

Answer: Company

24. Something that do by someone regulary

Answer: Habit

25. Something that might happen

Answer: Risk

Appendix 15

TEST OF CYCLE III

Name : Alvinna Putri Arga
No : 3
Subject: English
Time : 30 minutes
Class : XI MIA 3
School : SMA N 1 Lasem
4th of April 2015

83
- 10

73
= 4.0

Text for number 1-5.

Read the Analytical Exposition Text below carefully. Then, Choose the best answer by crossing A, B, C, D, or E!

(b)

Why is Learning English Important? Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technic will include many countries in economic, social and politics development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than ones who do not. The above facts prove that everybody needs to learn English if he likes to greet the global era.

**adapted from Detik-detik ujian nasional bahasa inggris untuk Sma/ MA tahun 2011*

1. What is the suitable title for the text above?
A. What is the Important of English?
B. What is Learning English?
C. Why is It Important to Speak English?
D. What Do You Think About Learning English?
 E. Why is Learning English Important?
2. The author's purpose in this text is to
A. Persuade the reader to use english
B. Explain the advantages and disadvantages when learning english
C. Present the data about the important of learning english
D. Explain the harm of learning english
 E. Explain the important of learning english in global era
3. Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English.
What is the meaning of the underline word?

- A. Important
B. Above
C. Roof
D. Unimportant
E. Necessary
4. The following statements are false, except.
A. English is not an international language
 B. English is an international language
C. There is arabic-english language
D. Indonesia uses english as native language
E. English doesn't important in applying a job vacancy
5. It can be either as a first or second language.
'it' here is refers to.
 A. English
B. Mandarin
C. Indonesia
D. Arabic
E. France
6. Everyone recognize that English is an international Language.
The synonym of the underline word is.
A. Comprehend
 B. Accept
C. Prove
D. Respect
E. Declare
7. Is English the most global spoken language?
A. No, it is not
B. Yes, it was
C. Yes, it did
 D. Yes, it is
E. No, it is not
8. Job applicants who master English are more favorable than ones who do not.
It can be concluded that.
A. They cannot do something
B. They have to learn more about English
C. They should hard work to get something
 D. They have big chance to get something
E. They cannot do everything by themselves
9. There are various names of English in this world, except.
 A. American, Australian, Indonesian English
B. American, Australian, Singaporean English
C. American, Australian, British
D. American. Singaporean English. British

E. American, British, Singaporean English

10. Is English only a passive communication?

A. Yes, it is

B. Yes, it was

C. No, it is not

D. No, it was not

E. No, it cannot

Text for number 11-15.

60 Read the Analytical Exposition Text below carefully. Then, Fill the question according to the text.

Why Exercise is Important

The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many expert said that exercise has great role in making our body healthy

Being physically active offers many advantage. In physical reward, exercise can reduce weight then our body will become fitter. Exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes and some forms of cancer. Beside physical advantage, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy then we can increase our life quality and expectancy.

How can we do exercise while we are busy? Such question is commonly found among us. Actually exercise can be done in simple ways. We can go walking while shopping. In the office we can take stair rather than lift to run up and down. Or we can go cycling while enjoy the leisure time.

Over all, doing exercise is little bit difficult in busy life but the little bit of exercise will help better.

**adapted from Detik-detik ujian nasional bahasa inggris untuk Sma/ MA tahun 2011*

11. What is the content of the second paragraph?

Exercise give many advantages

12. Why is it important to exercise?

It can make the body healthy.

13. How can we do an exercise while busy?

Shopping, take stair, cycling

14. Mention some risk when we have no exercise!

Stress

Heart disease

Diabetes

15. What is the conclusion of the text above?

Exercise is important for our life and make health.

Match the words with the right definition!

Exercise

Science

Reduce

Commonly

Instruction

Requirement

Expectancy

Recognize

Various

Interaction

16. Physical activity that makes healthy

Answer: Exercise ✓

17. Something that you have been told to do

Answer: Instruction ✓

18. Often or usually

Answer: Commonly ✓

19. Many different

Answer: Various ✓

20. Something that is needed

Answer: Requirement ✓

21. To accept that something is true or real

Answer: Recognize ✓

22. The study and knowledge of the structure and behaviour of natural things

Answer: Science ✓

23. The activity of talking and doing things with other people

Answer: Interaction ✓

24. When someone think that something pleasant or exciting is going to happen

Answer: Expectancy ✓

25. To make something less

Answer: Reduce ✓

Appendix 16



QUESTION

1. What is accredited school?

~~2.~~

1. Definition of accredited school.
2. The advantages of accredited school.
3. Disadvantages of accredited school.

SUMMARIZE

1. The reasons of choosing accredited school
2. Why should accredited school

Over there = diluar sana

Offer = menawarkan

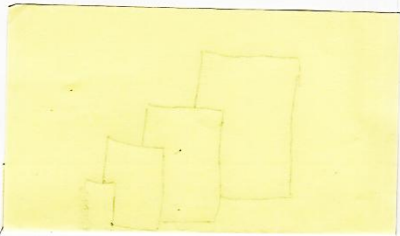
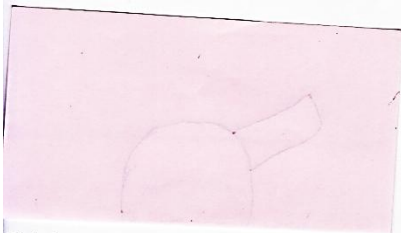
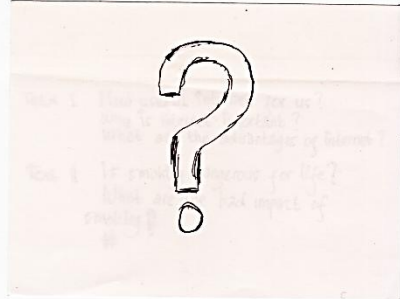
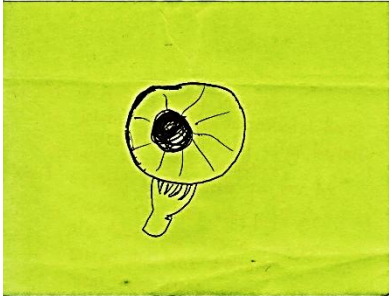
Limiting = terbatas



Appendix 17

Alvina Putri Arga
3

Ria Suci Aningsih
23



Text I Internet can support children education but also gives disadvantages
 Children will spend the time by playing using internet
 Parents must pay attention because children can lie or hide their privacy

Text II Smoking is not good.
 In Britain there are 50 thousand people die every year.
 5 cigarettes every day can make lung cancer
 Smoking impacts cancer, heart attack, bronchitis, pneumonia and die.
 Non smoker also can suffer bronchitis if near smoker
 Suffer - menderita

Text I Internet can give many advantages such as can give many information and support children education but also gives bad effect such as they did not care with other, become liar with their parents

Text II In Britain 50 thousand people die every year.

Smoking is not good because it can make people suffer cancer, heart attack, bronchitis until die.

Not only smoker but also non-smoker can have the same

Alfian Nadhroh
2

An Individual Basic Comprehension Chart	
<p align="center">What I Know</p> <p>(My experience, background knowledge, and/ or connection with the text)</p> <p>English is important because it use in international field. English is useful. Good english gives good job</p>	
<p align="center">My Prediction</p> <p>(make prediction before reading and check their accuracy after reading)</p> <p>Important of english The advantages of can english language</p>	<p align="center">My Question</p> <p>(who, when, what, where, why, how, and what if)</p> <p>Why is english important? What are the advantages of can speak english?</p>
<p align="center">My Words or Ideas to Clarify</p> <p>Mostly Guides Filling</p>	<p align="center">How I Clarified</p> <p>Kebanyakan Arahkan Melamior</p>
<p align="center">My Summary</p> <p>English is important because it is use in international field. There are many kinds of english English uses for active and passive communication</p>	

Idea :

English is the most global language, international language.

English has varieties British, American, Australian, Singaporean english.

Good in English can get good job

English < active
passive

Appendix 19







CURRICULUM VITAE

A. Personal Identity

1. Complete Name : Mella Prasetya Windawati
 2. Place and Date of Birth : Rembang, May 31st 1993
 3. Original Address : Jl. Sunan Bonang km 01, sebelah selatan kantor Perhutani Lasem, Desa Ngemplak RT 02 RW 01, Lasem, Remban, Jawa Tengah.
- E-mail : mella.prasetya@gmail.com

B. Educational Background

1. SD N 1 SODITAN, Lasem, Rembang : 1999 - 2005
2. SMP N 1 Lasem, Rembang : 2005 - 2008
3. SMA N 1 Lasem, Rembang : 2008 - 2011
4. Students of Education and Teacher Training Faculty of Walisongo State Islamic University

Semarang, September 15th 2015



Mella Prasetya Windawati
NIM. 113411069



KEMENTERIAN AGAMA
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang Telp. 024-7601295 Fax. 7615387

No : In.06.3/J.4/PP.00.9/4736 /2014

Semarang, 22 Oktober 2014

Lamp :-

Hal : **Penunjukan Pembimbing Skripsi**

Kepada Yth:

Nadiyah Makmun, M.Pd.

Sofa Muthohar, M. Ag.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Tadris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Mella Prasetya Windawati

NIM : 113411069

Judul : The Use of Reciprocal Teaching Technique to Improve Students'

Reading Comprehension in Analytical Exposition Text

Dan menunjuk saudara: 1.Nadiyah Makmun, M.Pd. sebagai Pembimbing Materi
2.Sofa Muthohar, M.Ag. sebagai Pembimbing Metodologi

Demikian dan atas kerja sama yang diberikan, kami ucapkan terima kasih.

An. Dekan,

Ketua Jurusan

Studi dan Pengajaran Bahasa Inggris



Siti Farasyah, M.Hum.

11108 199903 2001

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
3. Arsip



PEMERINTAH KABUPATEN REMBANG
DINAS PENDIDIKAN
SMA NEGERI 1 LASEM
TERAKREDITASI "A"
JALAN SUNAN BONANG NO. 1 TELEPON (0295) 531170 LASEM 59271
Website: www.smanela.sch.id; email : sman01lasem@yahoo.co.id

SURAT KETERANGAN

Nomor : 420 / 1698 / 2015

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Lasem Kabupaten Rembang menerangkan bahwa :

1. N a m a : **MELLA PRASETYA WINDAWATI.**
2. N I M : 113411069.
3. Program Studi : Pendidikan Bahasa Inggris UIN Walisongo Semarang.
4. Keterangan : Bahwa yang bersangkutan telah melakukan penelitian di SMA Negeri 1 Lasem pada tanggal 7 Maret s.d 4 April 2015 dalam rangka penyusunan skripsi dengan judul :
"The Use of Reciprocal Teaching Technique to Improve Students' Reading Comprehension in Teaching Analytical Exposition Text"

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Lasem, 4 April 2015
Kepala Sekolah

Drs. Winardi
NIP. 19610614 198703 1 010





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
LEMBAGA PENELITIAN DAN PENGABDIAN
KEPADA MASYARAKAT (LP2M)

Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

PIAGAM

Nomor : In.06.0/L.1/PP.06/480/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : **MELLA PRASETYA W**
NIM : **113411069**
Fakultas : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai :

.....**86**..... (.....**4,0 / A**.....)

Semarang, 12 Juni 2015
Ketua,



[Signature]
Dr. H/ Sholihan, M. Ag.
NIP. 19600604 199403 1 004