THE USE OF *RECIPROCAL TEACHING METHOD* TO IMPROVE STUDENTS’ READING COMPREHENSION ON MEMO

(Classroom Action Research in Tenth Grade Students of SMKN 3 Salatiga in the Academic Year of 2017/2018)

A GRADUATING PAPER

Submitted to the Board of Examiners as Partial Fulfilment of the Requirements for the Degree of *Sarjana Pendidikan* (S.Pd)

In English Education Department

Written by:
I’anatunnisa
NIM: 113-14-039

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2018
DECLARATION

In the name of Allah, the Most Gracious and Most Merciful,

Hereby, the writer fully declares that this graduating paper is made by the writer herself, and it is not containing materials written or has been published by other people ideas except the information from the references.

This declaration is written with the full concern of the writer.

Salatiga, August 17th 2018

The Writer,

I'natunmisa

NIM.11314039
Salatiga, August 30th 2018

Hamam, Ph.D

The Lecturer of English Education Department

ATTENTIVE COUNSELOR NOTE

Case: I’anatunisa’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

As salamualaikum Wr. Ws

After reading and correcting I’anatunisa’s graduating paper entitled *The Use of Reciprocal Teaching Method to Improve Students’ Reading Comprehension* in Memo (A classroom action research of the Tenth Grade Students of SMKN 3 Salatiga in the academic year 2017/2018). I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Ws

Counselor

Hamam, Ph.D

NIP. 19730610 200003 1001
A GRADUATING PAPER
THE USE OF RECIPROCAL TEACHING METHOD TO IMPROVE
STUDENTS’ READING COMPREHENSION ON MEMO (A Classroom
Action Research in Tenth Grade Students of SMKN 3 Salatiga
in the Academic Year 2017/2018)

WRITTEN BY:
FANATUNNISA
NIM. 11314039

Has been brought to the board of examiners of English Education
Department of Teacher Training and Education Faculty at the State Institute for
Islamic Studies (IAIN) Salatiga on September 25th, 2018, and hereby considered to
have completed the requirements for degree of Sarjana Pendidikan (S.Pd) in
English Education Department.

Board of Examiners

Head : Moh. Khusin, M.Ag., M.A
Secretary : Hammam, Ph.D
First Examiner : Hanung Triyoko, S.S., M.Hum., M.Ed
Second Examiner : Faizal Risdianto, M.Hum

Salatiga, September 25th 2018
Dean of Teacher Training and
Education Faculty of IAIN Salatiga

Suardi, M.Pd.
NIP. 19670121 199903 1 002
MOTTO

“This life is an educator and we are always in a state to learn”

(Bruce Lee)

“The future depends on what we do today”

(Mahatma Gandhi)
DEDICATION

This graduating paper is sincerely dedicated for:

- My beloved parents Mr. Zuhri and Mrs. Nuripah, who always give me support and always pray for me. You are the best parents and your smiles give me power to always stand up. They are my hero, thanks for your kindness, sincerity, financial support, your love, spirit, motivation, take care of me, and everlasting praying. Allah bless you Dad and Mom.
- My sister Lia Khasanatul Maghfiroh, thanks for your kindness, support, and prayers.
- My big family and friends.
Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank you to Allah because the writer can complete this graduating paper as one of requirement to finish the study in English Department of States for Institute Islamic Studies Salatiga. This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

1. Dr. Rahmat Hariyadi, M.Pd, as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, S.Pd., M.Pd. as the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Noor Maliahah, Ph.D. as the Head of English Department of State Institute for Islamic Studies (IAIN) Salatiga.
4. Hammam, Ph.D. as consultant who has brings up, espoused, and given the writer advices, suggestions, guide me and recommendations for this graduating paper from beginning until the end. Thank you for your patience and care.
5. All lecturers in the English Education Department who have given much knowledge, the writer deeply thanks to you all.
6. All of the staff that helped the writer in processing in graduating paper administrations.
7. All of my teachers and students SMKN 3 Salatiga, especially Mr. Angga Arga Wastu S.Pd. and the students of X Ototronica 2, thanks for your cooperation.
10. All of my friends in English Education Department '14 whose names cannot be mentioned one by one, thank you for being my friends in happiness, sadness and giving sweet moments.

Salatiga, August 17th 2018

The writer -

[Signature]

NIM 113-12-039
ABSTRACT

I'anatunnisa. 2018. The Use of Reciprocal Teaching Method to Improve Students’ Reading Comprehension at the Tenth Grade Students of SMKN 3 Salatiga in the Academic Year 2017/2018. A Graduating Paper English Education Department of State Institute for Islamic Studies (IAIN) Salatiga. Counselor: Hammam, Ph.D.

The aims of this research are (I) to know how Reciprocal teaching method is implemented to improve the students’ reading comprehension at the tenth grade of SMKN 3 Salatiga, (II) to know what is the strength and weakness of Reciprocal teaching method in reading comprehension at the tenth grade of SMKN 3 Salatiga, (III) to know how far the effectiveness of using Reciprocal teaching method to improve students’ reading comprehension at the tenth grade of SMKN 3 Salatiga. The research method that is used in this research is classroom action research. The subject of the research 34 students in the tenth grade of SMKN 3 Salatiga. The researcher uses two cycles, each cycle consists of planning, action, observation, reflection. The result of her research shows that there is an improvement of students’ reading comprehension in memo using Reciprocal teaching method. It can be seen from T-Test calculating in cycle I is 4,77 and cycle II 4,82; T-Table with N = 34 is 1,69. And also the increasing students’ mean score in percentage from cycle I to cycle II with the standardized score (the minimum of passing grade) is 75, at the cycle I is 61,76% students and 85,29% in the cycle II. The increasing of score in percentage from cycle I to cycle II is 23,53%. This indicates that by applying Reciprocal teaching method, the students’ reading comprehension in memo can be improved.

Keywords: Reciprocal Teaching, Reading Comprehension in Memo
TABLE OF CONTENTS

TITLE........................................................................................................................................... i
DECLARATION .......................................................................................................................... ii
ATTENTIVE COUNSELOR NOTE............................................................................................ iii
STATEMENT OF CERTIFICATION............................................................................................ iv
MOTTO........................................................................................................................................... v
DEDICATION ............................................................................................................................... vi
ACKNOWLEDGEMENT ............................................................................................................ viii
ABSTRACT ................................................................................................................................. ix
TABLE OF CONTENT ............................................................................................................... x
LIST OF FIGURE AND TABLE .................................................................................................. xiii

CHAPTER I: INTRODUCTION

A. Background of the Research ............................................ 1
B. Problem of the Research .................................................. 5
C. Objective of the Research .................................................. 5
D. Benefits of the Research .................................................... 6
E. Hypothesis and Success Indicator ....................................... 7
F. Research Methodology ...................................................... 7
G. Organization of Graduating Paper ................................. 19
CHAPTER II: THEORETICAL REVIEW

A. Review of Previous Research........................................... 21

B. Concept of Reciprocal Teaching...................................... 22
   1. Definition of Reciprocal Teaching......................... 22
   2. Characteristics of Reciprocal Teaching .................. 23
   3. Purpose of Reciprocal Teaching ......................... 24
   4. Strength of Reciprocal Teaching ......................... 25
   5. Weakness of Reciprocal Teaching ..................... 26
   6. Implementation of Reciprocal Teaching ............. 27

C. Concept of Reading...................................................... 29
   1. Definition of Reading........................................ 29
   2. Purpose of Reading........................................ 30
   3. Types of Reading............................................ 31
   4. Strategies of Reading...................................... 33

CHAPTER III: IMPLEMENTATION OF THE RESEARCH

1. Cycle I........................................................................ 35

2. Cycle II..................................................................... 37

CHAPTER IV: RESEARCH FINDINGS AND DATA ANALYSIS

1. Research Findings...................................................... 39
   a. Cycle I................................................................. 39
   b. Cycle II............................................................. 56

2. Discussion................................................................. 71
CHAPTER V: CLOSURE

A. Conclusions ................................................................. 74

B. Suggestions ................................................................. 75

REFERENCES

APPENDIXES
LIST OF FIGURE AND TABLE

A. List of Figure and Table

Figure 1.1 Model of Classroom Action Research ........................................... 8
Figure 2.1 Types of Reading ........................................................................... 31
Table 1.1 List of Ototronica 2 ........................................................................ 11
Table 1.2 Research Schedule ......................................................................... 13
Table 1.3 Students Observation Checklist ......................................................... 14
Table 1.4 Teacher Observation Checklists ......................................................... 15
Table 4.1 Form of Students Observation Sheet in Cycle I .......................... 46
Table 4.2 Form of Teacher Observation Sheet in Cycle I .......................... 48
Table 4.3 The Score of Student’s Pre-test & Post-test in Cycle I .......... 49
Table 4.4 Form of Students Observation Sheet in Cycle II .................. 61
Table 4.5 Form of Teacher Observation Sheet in Cycle II .................. 63
Table 4.6 The Score of Student’s Pre-test & Post-test in Cycle II .... 64
Table 4.7 Table of Data Analysis ................................................................. 72
CHAPTER I

INTRODUCTION

A. Background of the Research

This research takes place in SMKN 3 Salatiga, which the researcher do the research in the tenth grade students of Ototronica class. According to Mr. Angga (English teacher of SMKN 3 Salatiga), they are one of the students in Ototronica class that active in the class. They are not really interesting in reading English text or learning English, due to most of them lack of vocabularies and not understand about the text. So, the writer want to do the research in their class, and make them interest in English and to improve their reading comprehension.

In this research, she uses Reciprocal Teaching Method. According to Palinscar (1984: 117-175), Reciprocal Teaching is an instructional procedure to enhance students’ reading comprehension of a text. Reciprocal Teaching uses the four strategies such as predicting, clarifying, questioning, and summarizing to increase comprehension. She uses this method because it gives the opportunity to the students to be more independent, creative, and active.

It is necessary to students to know and learn English skills. English is international language which is used by most people around the world. In a global area, people are expected to master English so they can
communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia.

English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It says that English is learnt for all level of education in Indonesia.

It is due to one of English skills that should be learned. Reading is a prominent aspect in educational area. Students learn four English skills: listening, speaking, reading, and writing. According to Harmer (2007: 265) can divide the English skills in two kinds, these are the productive and receptive skills. The productive skills are speaking and writing. Then the receptive skills consist of listening and reading. In mastering the reading skills, English teacher has big responsibility. They should make the student reach good score. The receptive skill will gives many benefit in our life. Through reading activity, students can earn many information. They can read and comprehend the English text in book, magazine, newspaper, novel, etc.

Reading is one of English skills that must be learnt. It seems that reading is very important to learn. According to Richards and Renandya (2002: 273), reading has special spotlight in many second and foreign language teaching situations. Reading becomes essential to learn because
of the purpose of reading itself. Students need to learn reading to socialize in the global environment. Students read for some purposes, like for getting information, for getting pleasure, for getting job, and for study. Students have learned reading since early age, most of them still find obstacle in the reading process. Students may not find any difficulties when reading a text in the first language, but not to the students who is read the text in the foreign language.

Meanwhile, in learning reading skill, the students of Ototronica class in SMKN 3 Salatiga get some problems. First, teacher dominated the class (teacher centered) or less of students were active. Every teacher has different style in teaching. Second, the text is not interesting and sometimes was too long. Third, students are lack of vocabulary always happen and makes the students dislike reading activity. Fourth, it is because their opportunity to read the English text only during English class. Most of the students practice to read English text only in the class, but the case in their reading activity in only read the text. There are no guarantee whether the students understand the text or not. Whereas, the main reading activity goal is the reader understand what they read. Some problems here is caused by the teacher factor and also by the students’ factor. Teacher who is not creative, lazy, and less technique in teaching creates students’ ability low in mastering English. While, the students problem that often happen in understands the reading text is created by lack of vocabulary mastery.
Based on the reality, the text measures student skills to comprehend the text by answering the tests item correctly. It means, if the students do not understand the content of the texts, they will fail in answering the test correctly.

Based on the problems that have been discussed, it is very important to conduct a study as an effort to improve students’ reading comprehension. For that reason the researcher will do a study using the Reciprocal Teaching (RT) to improve the reading comprehension of student at tenth grade of SMK N 3 Salatiga. This research based on strategy developed by A.S Palinscar and Ann L. Brown (1984: 117-175) who has demonstrated improved comprehension for students from first grade to adulthood in both immediate and long term metacognition of comprehension. This teaching method also encourages students to work independently. Reciprocal teaching facilitates students with reading strategies and reading activities in the form of discussion or dialogue. Students learn reading uses some strategies, therefore they do not need to translate each word in the text. Moreover, students have a change to interact with their friends and the teacher.

Based on the background above, the writer would like to take a research study under the title, “THE USE OF RECIPROCAL TEACHING METHOD TO IMPROVE STUDENTS’ READING COMPREHENSION”.

4
B. Problem of the Research

Based on the background above, there are some problems related with this research. The problems can be identified as follows:

1. How *Reciprocal Teaching method* is implemented to improve the students’ reading comprehension of the tenth grade students of SMKN 3 Salatiga in the academic year of 2017/2018?

2. What is the strength and weakness of *Reciprocal Teaching method* in reading comprehension of the tenth grade students of SMKN 3 Salatiga in the academic year 2017/2018?

3. What is the extent of using *Reciprocal Teaching method* to improve students’ reading comprehension of the tenth grade students of SMKN 3 Salatiga in the academic year 2017/2018?

C. Objective of the Research

After knowing the research problems, the objective of the study are:

1. To know how *Reciprocal Teaching method* is implemented to improve the students’ reading comprehension of the tenth grade of SMKN 3 Salatiga in the academic year 2017/2018.

2. To know what is the strength and weakness of *Reciprocal Teaching method* in reading comprehension of the tenth grade of SMKN 3 Salatiga in the academic year 2017/2018.

3. To know what is the extent of using *Reciprocal Teaching method* to improve students’ reading comprehension
of the tenth grade of SMKN 3 Salatiga in the academic year 2017/2018.

D. Benefits of the Research

The researcher expects that this study will contribute positively for language teaching and learning as follows:

1. For the writer

This research gives the writer a clear description about the implementation of Reciprocal Teaching method in reading comprehension.

2. For Students

The students can understand the text that they read well. This method also motivates the students to get higher quality in reading comprehension skill by applying this method.

3. For Teacher

This study can help the teacher to teach reading skill in the class. It also helps the teacher to teach in new method which is more interesting than using conventional method.

4. For Other Researcher

This study may contribute to the other researcher who will conduct an experiment with the same topic. It may help them in getting some theories of their experimental variables and the result can be as the considerable one for choosing the next step in conducting the same fields of the experiment.
E. Hypothesis and Success Indicator

Based on the students’ observation result on memo in chapter I, the researcher tries to overcome those problems by implementing *reciprocal teaching method*. By conducting this research, the researcher proposes a hypothesis. The use of *reciprocal teaching method* can improve the students’ reading comprehension on memo.

The success indicator of this research is taken from the students’ ability that shown in Lesson Plan (RPP). The student’s success and failure in doing the activities in cycle I and cycle II will be assessed by referring to the criterion of minimum passing grade (KKM). The passing grade of English lesson in SMKN 3 Salatiga is 75, and the result of the research is about 85% students who pass the KKM.

F. Research Methodology

1. Research Design

The method to be used in making this research is Classroom Action Research. According to Suharsimi (2006: 2), Classroom Action Research (CAR) is research activity that doing in the class. Arikunto (2006: 102) in his book with the title *Action Research Principles and Practice* views classroom action research as reflective research form that doing by educator toward curriculum, school development, increase study achievement, teaching competence development, etc.
According to Arikunto (2006: 16-20), there are four steps in each cycle for doing classroom action research, which can be explained as follows:

1. Planning

   In this steps, the researcher explains about what, why, when, where, and how the action is conducted.

2. Acting

   In this steps, application of the planning content which using acting in the class.
3. Observing

Observation is the next steps to monitor the teaching learning process and collect the data from the result of action. The researcher prepares the observation sheet to know class condition when the action done, then the researcher and the English teacher discuss about the result of the observation.

4. Reflecting

Reflecting means to analyze the result based on the data that have been collected from the acting.

According to Arikunto (2006: 58) classroom action research is comes from three words they are:

a. Research is in activity to find out accuracy some subject using methodology which is interest and important for the writer.

b. Action is some activities deliberately done by having several aims.

c. Class is a group of students in the same time, have same lesson from teacher.

According to Arikunto (2006: 6-9) there are some principles of classroom action research as follows:

a. The real activities in routine situation.

b. The awareness for recognition work ability.

c. SWOT as a research foundation

SWOT consists of Strength, Weakness, Opportunity and Threat. Strength and Weakness are used to identify researcher and the
action subject. Opportunity and Threat are identified out of the teacher or researcher and students.

d. Empiric and systematic endeavor.

e. Using SMART principle in planning

   The meaning of SMART is:
   
   S = Specific
   
   M = Manageable
   
   A = Acceptable or Achievable
   
   R = Realistic
   
   T = Time-bound

   From the definition above, the writer concludes that classroom action research is the research that done with the purpose to improve the skill of the students in learning process.

   The classroom action research conducted in SMKN 3 Salatiga which aims to the implementation of using reciprocal teaching method to improve students reading comprehension in memo.

2. Subject of the Research

   The subject of this research is the tenth grade students of SMKN 3 Salatiga in the academic year 2017/2018. It consists of 34 students.
Table 1.1 List of Ototronic 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AS</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>AA</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>ARS</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>BPI</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>BAP</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>DH</td>
<td>Male</td>
</tr>
<tr>
<td>8</td>
<td>DAS</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>DSP</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>ESP</td>
<td>Male</td>
</tr>
<tr>
<td>11</td>
<td>FIP</td>
<td>Male</td>
</tr>
<tr>
<td>12</td>
<td>HL</td>
<td>Male</td>
</tr>
<tr>
<td>13</td>
<td>IAF</td>
<td>Male</td>
</tr>
<tr>
<td>14</td>
<td>KA</td>
<td>Male</td>
</tr>
<tr>
<td>15</td>
<td>MWTS</td>
<td>Male</td>
</tr>
<tr>
<td>16</td>
<td>MAAW</td>
<td>Male</td>
</tr>
<tr>
<td>17</td>
<td>MBS</td>
<td>Male</td>
</tr>
<tr>
<td>18</td>
<td>MS</td>
<td>Male</td>
</tr>
<tr>
<td>19</td>
<td>MFMIS</td>
<td>Male</td>
</tr>
<tr>
<td>20</td>
<td>MFY</td>
<td>Male</td>
</tr>
</tbody>
</table>
3. Steps of the Research

In conducting the research, the researcher carries out the steps summarized in the following research schedule. The research schedule is shown in table 1.2.
Table 1.2 Research Schedule

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observation &amp; interview</td>
<td>March, 20\textsuperscript{th} 2018</td>
</tr>
<tr>
<td>2</td>
<td>Proposed to signature &amp; submitted a letter of research permission</td>
<td>April, 12\textsuperscript{th} 2018</td>
</tr>
<tr>
<td>3</td>
<td>Consultancy of Lesson Plan (RPP)</td>
<td>April, 27\textsuperscript{th} 2018</td>
</tr>
<tr>
<td>4</td>
<td>Doing cycle I</td>
<td>May, 07\textsuperscript{th} 2018</td>
</tr>
<tr>
<td>5</td>
<td>Doing cycle II</td>
<td>May, 08\textsuperscript{th} 2018</td>
</tr>
</tbody>
</table>

4. Data Collection Method

Data Collection Method is technique or manner that done to collecting data. To collect the data, the researcher uses some instrument of research.

5. Research Instrument

The instrument of the research is apparatus that use to getting information quantitatively about characteristics and objective of variable. There are some instruments to collect the data:

1. Observation

According to Sugiyono (2010: 310) through observation, the researcher learn about behavior and the meaning attached to those behavior. Observation can measure or assess the result of teaching learning process for example, students’ behavior when they study, teacher behavior when they teach the students,
students’ discussion activity, participation of the students in simulation, and utilizing visual aid when they teach. In this classroom observation, the researcher observes the students and teacher activities in memo teaching learning. The observation consists of two cycles; cycle I and cycle II. The researcher uses the checklist observation to make it more systematic. There are students’ observation checklist and teacher observation checklist.

Table 1.3 Students Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Respect</td>
</tr>
<tr>
<td>1</td>
<td>AS</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>AA</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ARS</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>BPI</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>BAP</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>DH</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>DAS</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>DSP</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>ESP</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>FIP</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>
Table 1.4 Teacher Observation Checklists

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Conduct the classroom well</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Greeting students before the lesson begins</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Praying before the lesson begins</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Checking students attendance list</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Giving motivation to students</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Reminding previous material</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving explanation about the material</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Use of reciprocal teaching method in teaching learning process</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving opportunity for asking question</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Help students difficulties during teaching learning process</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Giving feedback after teaching learning process</td>
<td></td>
</tr>
</tbody>
</table>

2. Interview

Interview is a formal meeting at which someone is asked questions in order to find out they are suitable for a job or a course
of study. Interview in this study has been done to the English teacher as the primary source. The researcher asked about the students of ototronica class that will be object of research.

3. Documentation

In this research, the researcher uses photos as the documentation of the research. The researcher needs documentation to get data about the teacher, the students, structure of organization, profiles of the school and the location of the school.

4. Test

The researcher did the test twice; pre-test (before treatment) and post-test (after treatment). The data will be compared from the mean of the score from pre-test and post-test. After got the data from the score, the researcher was analyzes and processed the pre-test and post-test.

6. Data Collection

Information about the teaching learning process before the implementation of action research was collected by observing the teacher’s teaching simulation and interviewing the teacher. The observation and interview was done to know the situation of the teaching learning process and the problem of students’ reading comprehension.
The observation items also involved students’ behavior in the class. They were about how students behave when the teacher explained the material, checked students’ understanding, guided students’ activity, and evaluated the activity, and how students behave when they worked with a text.

Information about the teaching learning process after the implementation of action research was collected by observing the teacher’s teaching simulation and interviewing students and the teacher. The Observation was done to know how action research conducted.

7. Data Analysis

In this research, the researcher using qualitative and quantitative to analyze the data. When the teacher do the action, the researcher observe and analyze the process by using qualitative method. After the scores are given to the students, the researcher analyze it by using quantitative method.

a. Qualitative research

According to Moleong (2016: 5) write that quantitative research is data analysis in a natural background, with uses natural method, and done by person or researcher who interest as a natural.

b. Quantitative research

According to Sugiyono (2012: 13), quantitative research is a research method that based on positivism method used to research
in the population or certain sample. Quantitative research is a process based on the measurement of quantity. To measure the data quantitatively, the researcher use the formula. According to Sugiyono (2012: 14) the formula as follows:

a. Mean

Mean is formula to know the average of the students’ score.

The formula is:

\[ M = \frac{\sum X}{N} \]

- \( M \) : Mean of students’ score
- \( \sum X \) : The sum score of students’ reading test
- \( N \) : The total number of students

b. Standard Deviation (SD)

Standard Deviation (SD) was the pattern to calculate random sampling.

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

- \( SD \) : Standard Deviation
- \( D \) : Difference between pre-test and post-test
- \( N \) : Number of Observation in T-test
c. T-test

To be able to know whether there is a significant improvement or not between pre-test and post-test, researcher using t-test after calculate the SD. The formula is:

$$ t_0 = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD}{\sqrt{N-1}} \right)} $$

$t_0$ : T-test for the differences of pre-test and post-test
SD : Standard Deviation for one sample t-test
D : Different between pre-test and post-test
N : Number of observation in sample

G. Organization of Graduating Paper

The graduating paper is divided into five chapters that consist of:

Chapter I contains the background of the study, the problems of the research, the objective of the research, the benefits of the research, hypothesis and success indicator, research methodology, and outline of the graduating paper.

Chapter II is theoretical review. It contains review of previous research, definition of reciprocal teaching, characteristics of reciprocal teaching, purpose of reciprocal teaching, strength of reciprocal teaching, weakness of reciprocal teaching, and implementation of reciprocal teaching. It also contains definition of reading, purpose of reading, types of reading, and strategies of reading.
Chapter III is implementation of research. It contains procedures of the research.

Chapter IV is research findings and data analysis. It contains the result of the research the use of reciprocal teaching method to improve students; reading comprehension on memo (a classroom action research of the tenth grade students at SMKN 3 Salatiga in the academic year 2017/2018).

Chapter V is closure. It contains conclusions and suggestions. After that, it is followed by bibliography and appendixes.
CHAPTER II
THEORETICAL REVIEW

A. Review of Previous Research

In this graduating paper, the researcher reviews several related studies to support this paper from the other graduating papers. One of them is a study by Ika Fhatma Sari (109014000168) in her paper entitled “The Effectiveness of Using Reciprocal Technique on Students’ Reading Ability of Narrative Text at SMAN 90 Jakarta in the Academic Year 2013/2014” Department of English Education Syarif Hidayatullah State Islamic University. She found that there was a different score between students’ score in learning reading ability of narrative text by using reciprocal technique and without using reciprocal technique according to the result of statistical calculation.

The second study had been done by Lulu Walidaini (1111014000077) in her paper entitled “The Effectiveness of Reciprocal Technique Towards Students’ Reading Comprehension on Report Text of Eleventh Grade Students of SMAN 3 South Tangerang in the Academic Year 2014/2015” Department of English Education Syarif Hidayatullah State Islamic University. The research from Lulu Walidaini focused on the effectiveness of Reciprocal Technique on Report Text.
There are differences between the third researches. First, the research comes from Ika Fhatma Sari (109014000168). She found that there was a different score between students’ score in learning reading ability of narrative text by using reciprocal technique and without using reciprocal technique to the result of statistical calculation. Second, the research comes from Lulu Walidaini (11110140000077). The research from Lulu Walidaini focuses on the effectiveness of reciprocal technique on Report text. Third, the research comes from I’anatunnisa (11314039). She found that there is improvement in students’ reading comprehension on memo using reciprocal teaching method.

B. Concept of Reciprocal Teaching

In this section, the researcher discusses about the definition of reciprocal teaching, the characteristics of reciprocal teaching, purpose of reciprocal teaching, the strength of reciprocal teaching, the weakness of reciprocal teaching, and the implementation of reciprocal teaching.

1. Definition of Reciprocal teaching

Reciprocal teaching is an instruction model which is first developed by Todd and Tracey (2006: 6), mentioned that Reciprocal teaching is an instructional procedure in which small groups of students learn to improve their reading comprehension through “scaffolded instruction” of comprehension-monitoring strategies.
Scaffolded instruction by the teachers enabled students to become independent when monitoring their own comprehension.

*Reciprocal teaching* is scaffold discussion technique that is built on four strategies that good readers use to comprehend text: predicting, questioning, clarifying and summarizing. This technique asks students working in groups to use several learning strategies designed to improve reading comprehension.

In addition, Todd and Tracey (2006: 7) also stated that *reciprocal teaching* was characterized as dialogue that took place between the teacher and the student. It was referred to as study reading that required effort and being able to use these strategies in must-read situation.

So it can be sum up that *reciprocal teaching* is a process to comprehend a text by using the four strategies such as predicting, questioning, clarifying and summarizing.

2. Characteristics of *Reciprocal Teaching*

*Reciprocal teaching* has its own characteristics, Todd and Tracey (2006: 6) suggested that there are four strategies used in *reciprocal teaching*: predicting, clarifying, questioning and summarizing.

1. Predicting

Predicting occurs by utilizing prior knowledge and discussing what will happen next in the text. When students
were reading, they could evaluate their predictions and use their knowledge to see if their predictions were correct or not.

2. Clarifying

Clarifying means that students used their metacognitive processes while monitoring comprehension.

3. Questioning

Questioning strategy as one that allowed students to identify main ideas and remember important information by creating relevant questions to the text.

4. Summarizing

Summarizing as the strategy that told whether or not the students understood the text.

3. Purpose of Reciprocal Teaching

According to Todd and Tracey (2006: 9), Reciprocal teaching method requires students to monitor their reading comprehension. Strategies are used so that students comprehend better as they read various types of texts. According to Todd and Tracey (2006: 9), the goal of reciprocal teaching is to make poor comprehends aware of how these strategies work, which ones to use and how to use them. “For example, summarizing the main idea of a paragraph of text helps students not only to connect what they already know to this piece of text, but also to predict what might happen in the next paragraph to
check their prediction”. In addition, students were learning to process a deeper understanding of the text.

In addition, Palinscar and Brown (1984: 117-175) the purpose of reciprocal teaching is a guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarize, question, clarify, predict and respond to what they are reading).

4. Strength of Reciprocal Teaching

According to Cooper and Greive (2008: 46), a number of authors have commented on the strength of reciprocal teaching. The strength of reciprocal teaching was mentioned in the following:

1. Firstly, it is an open process. The skills of effective reading comprehension are usually covert and poor readers can be unaware of strategies employed by the successful readers among their peers. Reciprocal Teaching makes the basic skills of effective reading comprehension visible to all. Since the process is open the teacher is able to evaluate each student’s development of the strategies and provide specific feedback.

2. Secondly, devolving team-leadership upon the students themselves increases the likelihood that basic reading skills will be internalized. Rotation of the leadership means all team-members will have the opportunity to internalize these skills.
3. Thirdly, the social nature of the process makes it enjoyable and age-appropriate. In addition this social aspect reinforces the internalization of skills.

4. Fourthly, the reciprocal teaching process can be adapted and taught to almost any age-cohort and can even improve the reading skills of learning disabled students.

5. Fifthly, the reciprocal teaching process operates within the Vygotskian Zone of Proximal Development of each student. Here, both the teacher and peers are available to scaffold individual student-efforts. Thus each student is permitted to develop reading skills at their own rate.

6. Finally, here is strong evidence that Reciprocal Teaching is an effective teaching method that produces notable improvements in reading comprehension.

5. Weakness of Reciprocal teaching

Although reciprocal teaching is an effective way to enhance comprehension, engage students in their learning and apply various strategies, researcher found some limitation. The first problem was the time frame in which reciprocal teaching was taught. It was suggested that reciprocal teaching occur for a longer period of time, perhaps an entire school (Todd and Tracey, 2006: 27). In some cases teachers spent too much time talking and not enough time managing the activities or allowing the transfer of roles from the teacher to student
instruction (Todd and Tracey, 2006: 27). When the transfer from teacher to student instruction was made, there were too many long pauses in between where the teacher should have stepped in to model strategies (Todd and Tracey, 2006: 27). This caused confusion for students participating in the group.

6. Implementation of Reciprocal Teaching

According to Herlina (2017: 107-108) the description of the implementation of reciprocal teaching consists of four phase. They are the teacher demonstration, the direct instruction and guided practice, the teacher-students groups, the students-led groups, and students’ independent use of the strategies. The descriptions of them are as follows:

1. Phase 1 : Teacher Demonstration

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

2. Phase 2 : Direct Instruction and Guided Practice

The teacher teaches each of the strategies in more depth one per lesson. The teacher explains how to implement the strategy while students are reading. The teacher also supports the
students with prompts and reminders as they try out the strategy. Then the teacher provides feedback.

3. Phase 3: Teacher-Student Group

   The teacher leads discussion about the text in small groups, prompts students to use the strategies and provides support and feedback as needed. The teacher gradually let students work by themselves as students become more proficient.

4. Phase 4: Student-led Group

   Students lead the discussion about the text and prompt their friends in group to use the four strategies. Students give feedback to their friend on strategy implementation.

   Meanwhile, the teacher provides assistance as needed.

   Based on those phases, the teacher will guide the students from guided, semi-guided and then independent in applying reciprocal teaching’ strategies. Those phases should be followed by the teacher. Therefore, the implementation of reciprocal teaching can be run well, and the goal of improving students’ reading comprehension can be achieved.
C. Concept of Reading

In this section, the researcher discusses about the definition of reading, the process of reading, the types of reading, and the strategies of reading.

1. Definition of Reading

Reading is one of English skills that must be learnt. It seems that reading is very important to learn. Reading is one of learning ways for students to enrich their ability and knowledge. In reading, the students are expected to be able to comprehend what they have read. “Reading means to understand the meaning of printed word. It is an active process which consists of recognition and comprehension skill” (Patel and Jain, 2008:113). According to Patel and Jain (2008: 114), reading is not only the source of pleasure and information, but also extending someone’s knowledge. However, reading is useless without comprehension. Reading cannot be separated from comprehension. Comprehension is an active process which the reader actively engages in a text to construct meaning. Someone can be said to have comprehension in reading if understand content of reading and all of information explicitly and implicitly by using knowledge and reasoning to understand the idea of the author.

Reading is basic to all learning, both in learning in general and in acquisition in languages. According to Elin (2016: 9), reading is a complicated skill that demands considerable time and practice to develop. Elin (2016: 10) stated that reading is often described as an
interactive process, where comprehension is a result of joint effort from the author and the reader.

2. Purpose of Reading

According to Harmer (1998: 68) mentions those reading texts provide opportunities to study language: vocabulary, grammar, punctuation and the way students construct sentences, paragraphs and text. So, automatically reading gives some Beneficial’s in study a language. If the students that have more habit in reading, they will be more familiar with many vocabularies. They can construct sentences or texts, they will have no difficulties because they have familiar with words that they have read before.

While Hazleena (2014: 3) suggest there are seven main purposes of reading, they are:

a. To obtain information for some purpose or because we are curious about topic.

b. To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works)

c. To act in play, play game, do a puzzle.

d. To keep in touch with friend by correspondence or to understand business letter.

e. To know when and where something will take place or available.
f. To know what is happening or has happened (as reported in newspaper, magazine, report)

g. For enjoyment or excitement.

3. Types of Reading

There are two types of reading according to Parel and Praveen (2008: 115). It can be seen in figure 2.1.

**TYPES OF READING**

**INTENSIVE READING**

This reading can be called text reading or passage reading. In this type of reading the learner reads the text to get knowledge. This reading is done to carry out to get specific information.

**EXTENSIVE READING**

Extensive reading is the reading for pleasure. The reader wants to about something. The reader does not care about specific or important information after reading. Usually people read for keep them update.

Figure 2.1 The types of reading according to Parel and Praveen
1. Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading. The goal of intensive reading is to read shorter text. There are few characteristics of intensive reading according to Parel and Praveen (2008: 117-118):

- This reading helps learner to develop active vocabulary.
- Teacher plays main role in this reading.
- Linguistics items are developed.
- This reading aims at active use of language.
- Intensive reading is reading aloud.
- In intensive reading speech habit are emphasized and accent, stress, intonations and rhythm can be corrected.

2. Extensive Reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update. The purpose of extensive reading
will be trained to the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. There are few characteristics of extensive reading according to Parel and Praveen (2008: 119-120):

- It helps learner to develop to active vocabulary.
- Extensive reading is silent reading.
- In extensive reading the subject matter is emphasized.
- In the extensive reading the learners play main role because they have ask for measures.
- In extensive reading the idea can be developed.
- The aim of extensive reading is to enrich learners’ knowledge.
- Through extensive reading the good reading habit can be developed.

4. Strategies of Reading

Students need reading strategies in reading the text. In reading, readers should know and master the strategies to read comprehensively. Richards and Renandya (2002: 287) defines reading strategy as plans for solving problems encountered in constructing meaning. It means that reading strategy is a device which can help readers in catching the meaning of the text. Here are some reading strategies which are asserted by Brown (2000: 306-310):
1. Identify the purpose in reading.

2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).

3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

4. Skim the text for main ideas.

5. Scan the text for specific information.

6. Use semantic mapping or clustering.

7. Guess when you aren’t certain.

8. Analyze vocabulary.

9. Distinguish between literal & implied meanings.

10. Capitalizing on discourse markers to process relationships.

Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the technique will be suitable for all students’ ability. However, students can master all of those strategies if they often practice them.
CHAPTER III

IMPLEMENTATION OF RESEARCH

There are four steps in each cycle for doing Classroom Actions Research (CAR) such as planning, acting, observing and reflecting. In this research, the researcher conducted the research into two cycles; cycle I and cycle II. The researcher does collaboration with the English teacher who teaches in the tenth grade to carry out the Classroom Action Research (CAR). The activities in each cycle can be shown as follows:

1. Cycle I

The researcher uses reciprocal teaching method which can improve students’ reading comprehension on memo. The procedures can be shown as follows:

a. Planning

In this steps, the researcher prepared the instruments of research as follows:

1) Making lesson plan (RPP),

2) List of student’s name,

3) Preparing sheet for classroom observation,

4) Teaching aid (e.g. blank paper, camera),

5) Test instrument (pre-test and post-test),

6) Preparing materials.
b. Acting

In this steps, the learning process is led by the teacher:

1) The teacher asks the students about memo.

2) The teacher asks their experience and knowledge about memo.

3) The teacher asks the definition, social function, generic structures and the language features about memo.

4) The teacher explains about memo.

5) The next activities, the teacher decided the students into some groups.

6) The teacher gives the explanation about the rules of learning process.

7) The teacher gives the paper about memo to every groups.

8) After that, the teacher asks the students to do the discussion with their groups.

9) After doing the discussion, every groups presented the result of their discussion in front of the class.

10) The teacher giving correction and feedback to the students’ task.

11) In the end of lesson, the teacher giving the post-test.

c. Observing

The researcher observed the learning process. The researcher was observing the teacher and the students’ activity by using classroom observation sheet.
d. Reflecting

The researcher evaluates the activities that have been done. Then, the teacher and the researcher discuss to make an evaluation what should they do to repair the problems. And then, the researcher analyzes the data from the classroom observation sheet and test of cycle I.

2. Cycle II

The second cycle was done based on the result of reflection from the first cycle. If the result from observation shows that the quality of the students was still low, it is needs another action in order to make improvement of the quality for the next cycle. The topic is same with the cycle I. The procedures are as follows:

a. Planning

Before the researcher doing the research, the researcher prepare some instruments as follows:

1) Making lesson plan (RPP), and designing the steps in doing action using RPP,
2) List of student’s name and scoring list,
3) Teaching aid (e.g. blank paper, camera),
4) The material,
5) Preparing observation sheet,
6) Test instruments (pre-test and post-test).
b. Acting

In this stages, the learning process is led by the teacher.

1) The teacher asks students about the material that have already discuss at the previous meeting.

2) Explain again about the material.

3) The teacher also decided the students into some groups.

4) The teacher gives the paper about memo to every groups.

5) After that, the teacher asks the students to do the discussion with their groups.

6) After doing the discussion, every groups presented the result of their discussion in front of the class.

7) The teacher giving correction and feedback to the students’ task.

8) In the end of lesson, the teacher giving the post-test.

c. Observing

The researcher observed the learning process. The researcher was observing the teacher and the students’ activity by using classroom observation sheet.

d. Reflecting

The researcher evaluated the activities that have been done. Then, the teacher and the researcher discussed to make an evaluation what should they do to repair the problems. And then, the researcher analyzes the data from the classroom observation sheet and test of cycle II.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

This chapter was focused on analyzing the collected data. The researcher gave the details of the findings. This chapter was displayed the finding of the collecting data since in the beginning until the end of the research. The finding consists of result of cycle I and cycle II. The two cycles was as treatment of the use of reciprocal teaching method to improve students’ reading comprehension on memo.

1. Research Findings

The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. Each steps of this research would be explained in the description below:

a. Cycle I

1) Planning

The first activity in this research is planning. Planning of this research was carried out on May 7th, 2018. It was done for two periods; each period is 75 minutes in the classroom.

Before conducting the research, the researcher prepared the instruments of research as follows:
a) Making Lesson Plan (RPP)

Lesson plan was used to control the teaching and learning process in this research. The researcher used the lesson plan as guidance to manage time and activities during teaching and learning process in the class.

b) List of student’s name

List of student’s name was to know total of students who enter in the class and follow the learning process.

c) Classroom observation sheet

Classroom observation sheet was prepared in order to know the teacher and students activities during the teaching and learning process.

d) Teaching aid

Teaching aid was used as a tool that supported the teaching learning process.

e) Test instrument

Test instrument in this research were pre-test and post-test. Pre-test was done before reciprocal teaching method was implemented to know the understanding of students in memo. Meanwhile post-test was done after using reciprocal teaching method in teaching memo to see the result of the study before and after using reciprocal teaching method.
f) Material

The material in this research was memo (definition of memo, social function of memo, generic structures of memo, and language features of memo).

2) Acting

The cycle I was conducted on Monday, May 7th, 2018. I’anatunnisa (the researcher) as the observer and Mr. Angga Arga Wastu as the English teacher. The teacher and the researcher entered the ototronica class of the tenth grade of SMKN 3 Salatiga and greeted students. The researcher was introduced herself and then the English teacher open the learning process, then the English teacher checked the attendance list. There were 34 students in the class that consists of 32 male and 2 female. It was the first meeting in cycle I.

There were three steps to build the students’ knowledge. There are pre-test activities, main activities, and post-test activities. The teacher was started the lesson by greeted “Assalamualaikum warahmatullahi wabarakaatuh” and said hello to the students. The teacher opened the lesson, introduces the researcher, conveyed the purpose of coming in the class, and checked the attendance list. After checked the attendance list, the teacher asked the students about what is memo, and some students answered the question. After giving a little explanation about memo, the teacher gave them
a pre-test. The teacher gave the pre-test which consists of 10 questions (multiple choices). Then, the teacher gave 20 minutes to do a pre-test about memo. After that, the teacher asked the students to collect the pre-test. The next activity, the teacher divided the students into 7 groups, and gave a handout to every group. The teacher explained the rules of the lesson to the students. In those papers, there were the example of memo and identification of social function, text structures and language features of memo. After that, the teacher asked the students to do the discussion with their groups. The teacher used reciprocal teaching method in learning process. There were four steps in using reciprocal teaching method as follows:

a. Predicting

In this stage, the teacher was encouraged the students to predict what will be discussed in the text.

b. Questioning Generating

In this stage, the teacher was encouraged the students to make some questions. The students identified the text with their groups.

c. Clarifying

In this stage, the teacher gave the opportunity to the students to ask about the word or sentences that difficult in memo
text that they didn’t know. This stage expected to increase the student’s vocabulary.

d. Summarizing

In this stage, the teacher asked every group to summarize the result of their discussion, and then each group conveys the result of their discussion in front of the class.

The teacher taught material in cycle I that is memo. The students pay attention the teacher when teaching learning process, but some of the students not pay attention and respect with the teacher. Some of students also not respect with their friends, they did not join the teamwork to discuss the material. The students who not pay attention with the teacher are AS, AA, A, BPI, BAP, DH, DAS, DSP, ESP, FIP, HL, MWTS, MBS, MFY, MIMY, MK, MRK, PWA, RBP, RAN, RFD, RM, RKAA. The students present their discussion in front of the class with their groups. Some of students didn’t spoke in front of the class. They felt unconfident to spoke English in front of the class. Some of students who unconfident are ARS, A, BPI, BAP, DH, DAS, DSP, ESP, FIP, IAF, KA, MAAA, MS, MFMIS, MIMY, MK, MRK, MTS, PWA, RAN, RAWP, RFD, RKAA, RI, SRR, TS. In the teamwork, the students must be responsible with their groups. They must responsible with their work, but some of students not responsible with their work. They join with the discussion, but they didn’t
spoke their work in front of the class. The students who not responsible are AS, AA, ARS, DH, DAS, DSP, FIP, HL, MWTS, MS, PWA, RAN, RI, TS.

The teacher prepared the material well during teaching learning process. He prepared about memo. The teacher also conducted the classroom well. Before started the class, the teacher greeting students and asked the students about how they are felt today. The teacher also led the students to pray “asmaul husna” before started the class. He checked the students’ attendance list with called their name one by one. He gave motivation for the students like if the students work hard, they would be success in the future. The teacher reminded the material in the past that is descriptive text. He asked definition of descriptive text and generic structure of descriptive text. The teacher started the class with explained about memo. He explained definition, generic structures, and purpose of memo. The teacher used reciprocal teaching method when he taught the material. He used four strategies of reciprocal teaching method. During teaching learning process, the teacher gave opportunity for students to asking question about memo. SRR was ask the generic structure of memo. The teacher helped the students if there was difficulties in material. After the teaching learning process was finished, the teacher gave the
feedback for the students. He re-explained about definition, generic structures, and purpose about memo.

After that, the teacher gave feedback and concludes the material that has been discussed. Then, the teacher distributed post-test to students. The post-test consist of 10 questions (multiple choices) same with pre-test but different matter. The teacher gave post-test to know whether reciprocal teaching method was able to improve students’ reading comprehension or not. After the students finished the post-test, the teacher closed the meeting, and said that they will meet on Tuesday and said hamdalah together.

3) Observing

The researcher observed the learning process. By doing observation the students’ activity and attention during the action, the researcher could see that most of the students enthusiasm in the learning process, but there were some students who get difficulty to answer the question from the teacher. Some students get difficulty to answer or to make a memo because they had limited vocabulary in English. The condition in the class is so noisy but the teacher can handle it.

Moreover, the researcher would analyze the student’s improvement in learning reading by looking the result of pre-test and post-test in cycle I.
### RESULT OF OBSERVATION CHECKLIST CYCLE I

Table 4.1 Form of Students Observation Sheet in cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Object</th>
<th>Respect</th>
<th>confidence</th>
<th>responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AS</td>
<td>M</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>AA</td>
<td>M</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>ARS</td>
<td>M</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>M</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>BPI</td>
<td>M</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>BAP</td>
<td>M</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>DH</td>
<td>M</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>DAS</td>
<td>M</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>DSP</td>
<td>M</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>ESP</td>
<td>M</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>FIP</td>
<td>M</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>HL</td>
<td>M</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>IAF</td>
<td>M</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>KA</td>
<td>M</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>MWTS</td>
<td>M</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>MAAA</td>
<td>M</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>MBS</td>
<td>M</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>MS</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>MFMIS</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>MFY</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>MIMY</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>MK</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>MRK</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>MTS</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>PWA</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>RBP</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>RAN</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>RAWP</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>RFD</td>
<td>F</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>RM</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>RKAA</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>RI</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>SRR</td>
<td>F</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>TS</td>
<td>M</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.2 Form of Teacher Observation Sheet in cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Conduct the classroom well</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Greeting students before the lesson begins</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Checking students attendance list</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Giving motivation to students</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Reminding previous material</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>Giving explanation about the material</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>Use of <em>reciprocal teaching method</em> in teaching learning process</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>Giving opportunity for asking question</td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>Help students difficulties during teaching learning process</td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>Giving feedback after teaching learning process</td>
<td>✓</td>
</tr>
</tbody>
</table>

The researcher analyzed the data of pre-test and post-test. First, the researcher gave score to the students based on the rubric assessment. 10 questions of 10 multiple choices where in each
correct answer is 10 score and 0 to wrong answer. The maximum score was 100. The calculations of result of both tests were explained below:

1. The score of test in cycle I

Table 4.3 The score of student’s pre-test and post-test in cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Post-pre</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(X)</td>
<td>(Y)</td>
<td>(D)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>AS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>AA</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>ARS</td>
<td>80</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>BPI</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>BAP</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>DH</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>DAS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>DSP</td>
<td>80</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>ESP</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>FIP</td>
<td>80</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>HL</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>IAF</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>KA</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>15</td>
<td>MWTS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>-----</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>MAAA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>MBS</td>
<td>80</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>MS</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>MFMIS</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>MFY</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>21</td>
<td>MIMY</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>MK</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>MK</td>
<td>80</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>MTS</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>25</td>
<td>PWA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>26</td>
<td>RBP</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>27</td>
<td>RAN</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>28</td>
<td>RAWP</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>29</td>
<td>RFD</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>30</td>
<td>RM</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>31</td>
<td>RKAA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>32</td>
<td>RI</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>33</td>
<td>SRR</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>34</td>
<td>TS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2160</td>
<td>2480</td>
<td>320</td>
<td>7400</td>
</tr>
</tbody>
</table>
2. The calculation of mean and standard deviation

a) Calculating Mean of Pre-test I

Mean was the pattern to calculate the average of students’ score.

The pattern was:

\[ M = \frac{\sum X}{N} \]

\[ M \] : Mean of students’ score

\[ \sum X \] : The sum score of students’ = 2160

\[ N \] : The total number of students’ = 34

The calculation was:

\[ M = \frac{2160}{34} \]

\[ M = 63.52 \]

b) Calculating Mean of Post-test I

Mean was the pattern to calculate the average of students’ score.

The pattern was:

\[ M = \frac{\sum X}{N} \]

\[ M \] : Mean of students’ score

\[ \sum X \] : The sum score of students’ = 2480

\[ N \] : The total number of students’ = 34

The calculation was:

\[ M = \frac{\sum X}{N} \]
M = \frac{2480}{34}

M = 72,94

c) Calculating of Standard Deviation

Standard Deviation was the pattern to calculate random sampling.

The pattern was:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

- SD : Standard Deviation
- \(\sum D^2\) : The sum score of \(D^2\) = 7400
- \(\sum D\) : The sum score of \(D\) = 320
- \(N\) : Number of observation in T-test = 34
- \(D\) : The difference between pre-test and post-test

The calculation was:

\[ SD = \sqrt{\frac{7400}{34} - \left(\frac{320}{34}\right)^2} \]

\[ SD = \sqrt{217,64 - (9,41)^2} \]

\[ SD = \sqrt{217,64 - 88,54} \]

\[ SD = \sqrt{129,1} \]

\[ SD = 11,36 \]
d) T-test Calculation

T-test was the formula to know whether there was a significant improvement or not between pre-test and post-test. The pattern was:

\[ T = \frac{\sum D}{N} \times SD \times \sqrt{N-1} \]

\( T \) : T-test for the differences of pre-test and post-test

\( \sum D \) : The sum score of D = 320

\( SD \) : Standard Deviation = 11.36

\( N \) : Number of Observation = 34

The calculation was:

\[ T = \frac{\sum D}{N} \times SD \times \sqrt{N-1} \]

\[ T = \frac{320}{34} \times \frac{11.36}{\sqrt{33-1}} \]

\[ T = \frac{9.41}{11.36} \times \frac{\sqrt{3}}{\sqrt{3}} \]

\[ T = \frac{9.41}{1.97} \]

\[ T = 4.77 \]
Based on the result, it means that there was a significant difference between pre-test and post-test.

The improvement was can also be calculated in percentage by calculating students’ pre-test and post-test score. The calculation was shown below:

The pattern was:

\[ P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\% \]

- P : Percentage of calculations students’ pre-test and post-test
- M1 : Calculating mean of pre-test = 63.52
- M2 : Calculating mean of post-test = 72.94

The calculation was:

\[ P = \frac{72.94 - 63.52}{63.52 + 72.94} \times 100\% \]

\[ P = \frac{9.42}{136.46} \times 100\% \]

P = 6.90

The calculation which showed the class percentage of students who pass the KKM was:

The pattern was:

\[ P = \frac{F}{N} \times 100\% \]

- P : Percentage of students who pass the KKM
- F : Total number of students who pass the KKM = 21
N : Total number of students = 34

The calculation was:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{21}{34} \times 100\% \]

\[ P = 61.76\% \]

It means that there were 61.76% of students’ who pass the KKM. Only 21 students who pass the KKM. It indicates that the successful of cycle I should be improved. Finally, the researcher would take the second cycle II so the students are able to pass the KKM.

4) Reflecting

Based on the observation, there was improvement on students reading score, but it still did not pass the passing grade of 75. So, the researcher implemented the cycle II. In the cycle II, the teacher emphasized the knowledge about memo, vocabulary, the generic structure and the language features more deeply.

The weakness in cycle I, there were some students who less active in the learning process and less of enthusiasm from the question that gave by the teacher. The student was still lazy to find the vocabulary in their dictionary.
b. Cycle II

1) Planning

The first activity in this research was planning. Planning of this research was carried out on May 8th, 2018. It was done for two periods; each period is 75 minutes in the classroom.

Before conducting the research, the researcher prepared the instruments of research as follows:

a) Making Lesson Plan (RPP)

Lesson plan was used to control the teaching and learning process in this research. The researcher used the lesson plan as guidance to manage time and activities during teaching and learning process in the class.

b) List of student’s name

List of student’s name was to know total of students who enter in the class and follow the learning process.

c) Classroom observation sheet

Classroom observation sheet was prepared in order to know the teacher and students activities during the teaching and learning process.

d) Teaching aid

Teaching aid was used as a tool that supported the teaching learning process.
e) Test instrument

Test instrument in this research were pre-test and post-test. Pre-test was done before *reciprocal teaching method* was implemented to know the understanding of students in memo. Meanwhile post-test was done after using *reciprocal teaching method* in teaching memo to see the result of the study before and after using *reciprocal teaching method*.

f) Material

The material in this research was memo (definition of memo, social function of memo, generic structures of memo, and language features of memo).

2) Acting

The meeting in cycle II was implemented on Tuesday, May 8th, 2018. The steps were still the same with the cycle I. there were pre-test activities, main activities, and post-test activities. In the pre-test activities, the teacher greeted the students, pray, check the attendance list, reviewed the previous lesson, and explaining the activities that were going to do by the students.

After that, the teacher gave the pre-test to the students. The students gave 20 minutes by the teacher to do the pre-test. When the students were doing the pre-test, the teacher walked around the class to check the student’s task. After the students finished the
pre-test, he asked the students to collect the student’s task and began to teach.

After the teacher asked the students to collect the student’s pre-test, the teacher began to teach the material. The teacher previewed the previous lesson that a day before they have learned. The teacher asked the students about definition of memo, the generic structures and the language features of memo.

The next activities, the teacher decided the students into some groups. Every group consists of 5 until 6 students. The teacher gave explanation about the rule of the learning process. Every group was given the paper that contained about memo. In those papers, there were the example of memo and identification of social function, text structures and language features of memo.

After that, the teacher requested the students to do the discussion with their groups. The teacher employed *reciprocal teaching method* in learning process. There are four steps in using *reciprocal teaching method* as follows:

a. Predicting

   In this stage, the teacher was encouraged the students to predict what would be discussed in the text.

b. Questioning Generating

   In this stage, the teacher was encouraged the students to made some questions. Different from the cycle I, the students was
identified the text individually; while in this cycle the students was identified the memo text with their groups.

c. Clarifying

In this stage, the teacher gave the opportunity to the students to ask about the word or sentences that difficult in memo text that they didn’t know. This stage expected to increase the student’s vocabulary.

d. Summarizing

In this stage, the teacher asked every group to summarize the result of their discussion, and then delegation of each groups convey the result of their discussion in front of the class.

The teacher taught material in cycle II that is memo. The students pay attention the teacher when teaching learning process, but some of the students not pay attention and respect with the teacher. Some of students also not respect with their friends, they did not join the teamwork to discuss the material. The students who not pay attention with the teacher are AS, AA, ARS, A, BPI, BAP, DH, DAS, DSP, ESP, FIP, HL, MWTS, MBS, MS, MK, MRK, MTS, PWA, RBP, RAN, RAWP, RFD, RM, RKAA, RI, SRR. The students present their discussion in front of the class with their groups. Some of students didn’t spoke in front of the class. They felt unconfident to spoke English in front of the class. Some of students who unconfident are AS, ARS, A, BPI, BAP, DAS, DSP,
FIP, KA, MS, MK, MTS, PWA, RFD, TS. In the teamwork, the students must be responsible with their groups. They must responsible with their work, but some of students not responsible with their work. They join with the discussion, but they didn’t spoke their work in front of the class. The students who not responsible are AS, AA, ARS, DH, DAS, DSP, HL, IAF, MWTS, MBS, MFY, PWA, RAN, RFD, RM, RKAA.

The teacher prepared the material well during teaching learning process. He prepared about memo. The teacher also conducted the classroom well. Before started the class, the teacher greeting students and asked the students about how they are felt today. The teacher also led the students to pray “asmaul husna” before started the class. He checked the students’ attendance list with called their name one by one. He gave motivation for the students like if the students work hard, they would be success in the future. The teacher reminded the material in the past that is descriptive text. He asked definition of descriptive text and generic structure of descriptive text. The teacher started the class with explained about memo. He explained definition, generic structures, and purpose of memo. The teacher used reciprocal teaching method when he taught the material. He used four strategies of reciprocal teaching method. During teaching learning process, the teacher gave opportunity for students to asking question about
memo. MAAA was ask the purpose of memo. The teacher helped the students if there was difficulties in material. After the teaching learning process was finished, the teacher gave the feedback for the students. He re-explained about definition, generic structures, and purpose about memo.

After that, the teacher re-explained about the materials that have been discussed. Then, the teacher gave post-test to students. The teacher gave post-test to know whether reciprocal teaching method was able to improve students’ reading comprehension or not. After the students finished the post-test, the teacher closed the meeting, and said that they will meet on Tuesday and said hamdalah together.

3) Observing

In cycle II, the researcher also observed the teaching learning process in the class.

THE RESULT OF OBSERVATION CHECKLIST CYCLE II

Table 4.4 Form of Student Observation Sheet cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Respect</td>
</tr>
<tr>
<td>1</td>
<td>AS</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>AA</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>ARS</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>BPI</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>BAP</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>DH</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>DAS</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>DSP</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>ESP</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>FIP</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>HL</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>IAF</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>KA</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>MWTS</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>MAAA</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>MBS</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>MS</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>MFMIS</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>MFY</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>21</td>
<td>MIMY</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>22</td>
<td>MK</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>MRK</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>24</td>
<td>MTS</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>25</td>
<td>PWA</td>
<td>M</td>
<td>✓</td>
</tr>
</tbody>
</table>
Table 4.5 Form of Teacher Observation Sheet cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Conduct the classroom well</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Greeting students before the lesson begins</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Checking students attendance list</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Giving motivation to students</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Reminding previous material</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>Giving explanation about the material</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>Use of reciprocal teaching method in</td>
<td>✓</td>
</tr>
</tbody>
</table>
The researcher analyzed the data of pre-test and post-test. First, the researcher gave score to the students based on the rubric assessment. 10 questions of 10 multiple choices where in each correct answer is 10 score and 0 to wrong answer. The maximum score was 100. The calculations of result of both tests were explained below:

1. The score of test in cycle II

Table 4.6 The score of student’s pre-test and post-test in cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>Post-Pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>AA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>ARS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>90</td>
<td>90</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>BPI</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>BAP</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>7</td>
<td>DH</td>
<td>90</td>
<td>80</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>DAS</td>
<td>70</td>
<td>100</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>9</td>
<td>DSP</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>ESP</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>11</td>
<td>FIP</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>HL</td>
<td>80</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>IAF</td>
<td>100</td>
<td>90</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>KA</td>
<td>40</td>
<td>80</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>15</td>
<td>MWTS</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>MAAA</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>17</td>
<td>MBS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>MS</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>19</td>
<td>MFMIS</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>MFY</td>
<td>40</td>
<td>80</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>21</td>
<td>MIMY</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>22</td>
<td>MK</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>MRK</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>MTS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>25</td>
<td>PWA</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>26</td>
<td>RBP</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>RAN</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
</tbody>
</table>
a) Calculating Mean of Pre-test II

Mean was the pattern to calculate the average of students’ score.

The pattern was:

\[ M = \frac{\sum X}{N} \]

\[ M \quad : \text{Mean of students’ score} \]
\[ \sum X \quad : \text{The sum score of students} \quad = 2390 \]
\[ N \quad : \text{Total number of students} \quad = 34 \]

The calculation was:

\[ M = \frac{\sum X}{N} \]
\[ M = \frac{2390}{34} \]
\[ M = 70.29 \]
b) Calculating Mean of Post-test II

Mean was the pattern to calculate the average of students’ score.

The pattern was:

\[ M = \frac{\sum X}{N} \]

- \( M \): Mean of students' score
- \( \sum X \): The sum of students’ score = 2820
- \( N \): Total number of students = 34

The calculation was:

\[ M = \frac{2820}{34} \]

\[ M = 82.94 \]

c) Calculating of Standard Deviation

Standard Deviation (SD) was the pattern to calculate random sampling. The pattern was:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

- \( SD \): Standard Deviation
- \( \sum D^2 \): The sum score of \( D^2 \) = 14500
- \( \sum D \): The sum score of \( D \) = 430
- \( N \): Total number of students = 34
- \( D \): Difference between pre-test and post-test

The calculation was:
\[ SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{14500}{34} - \left(\frac{430}{34}\right)^2} \]

\[ SD = \sqrt{426.47 - (12.64)^2} \]

\[ SD = \sqrt{426.47 - 159.76} \]

\[ SD = \sqrt{226.71} \]

\[ SD = 15.05 \]

d) T-test Calculation

T-test was the pattern to know whether there was a significant improvement or not between pre-test and post-test. The pattern was:

\[ T = \frac{\left(\frac{\Sigma D}{N}\right)}{SD} \frac{1}{\sqrt{N-1}} \]

\[ T \quad : \text{T-test for the differences of pre-test and post-test} \]

\[ \Sigma D \quad : \text{The sum score of } D = 430 \]

\[ SD \quad : \text{Standard Deviation} = 15.05 \]

\[ N \quad : \text{Total number of students} = 34 \]

The calculation was:

\[ T = \frac{\left(\frac{430}{34}\right)}{15.05} \frac{1}{\sqrt{34-1}} \]

\[ T = \frac{430}{34} \]
From the analysis above, the researcher concluded that score mean of pre-test and post-test was a significantly difference, by which post-test (82.94) was greater than pre-test (70.29). It shows that using \textit{reciprocal teaching method} gave improvement to the students’ reading comprehension especially in memo.

The improvement was also can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be shown as follows:

The pattern was:

\[
P = \frac{M2 - M1}{M1 + M2} \times 100\%
\]

\begin{align*}
P & : \text{Percentage of calculation students’ pre-test and post-test} \\
M1 & : \text{Calculating mean of pre-test} \quad = 70.29 \\
M2 & : \text{Calculating mean of post-test} \quad = 82.94
\end{align*}
The calculation was:

\[ P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\% \]

\[ P = \frac{82.94 - 70.29}{70.29 + 82.94} \times 100\% \]

\[ P = \frac{12.65}{153.23} \times 100\% \]

\[ P = 8.25\% \]

The calculation which showed the class percentage of students who pass the KKM (the minimum of passing criteria) was:

The pattern was:

\[ P = \frac{F}{N} \times 100\% \]

\[ P : \text{Percentage of students’ who pass the KKM} \]

\[ F : \text{Total number of students who pass the KKM} = 29 \]

\[ N : \text{Total number of students} = 34 \]

The calculation was:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{29}{34} \times 100\% \]

\[ P = 85.29\% \]

It means that 85.29% students pass the KKM. There were 29 students who pass the KKM. Meanwhile, there were 5 students who do not pass the KKM. It was concluded that the improvement of students’ reading comprehension in memo was good enough.
4) Reflection

The teacher and the researcher analyzed the lesson plan and the action of the cycle II. The students’ score and the checklist were used to make proper reflection. The criterion of minimum passing grade (KKM) of English subject was 75. The students’ scores in the post-test of cycle II shows that there are 85.29% of the students who pass the KKM. It means that, after reflection from the cycle I was applied in the action of the cycle II, the students’ scores was improved the post-test of the cycle II. The teacher and the researcher stop the cycle because 85.29% of the students have already passed the passing grade (KKM).

2. Discussion

After analyzing the students’ score in the cycle I and the cycle II, the researcher was concluded that there is a significant improvement of the students’ reading comprehension on memo after being taught by using reciprocal teaching method. The improvement could be explained as follows:

Table 4.7 Table of Data Analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of pre-test</td>
<td>63.52</td>
<td>70.29</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>74.41</td>
<td>82.94</td>
</tr>
<tr>
<td>2</td>
<td>t-table N= 34</td>
<td>1.69</td>
<td>1.69</td>
</tr>
</tbody>
</table>
There were 85.29% who pass the criterion of minimum passing grade (KKM) and 14.71% of students who cannot pass the KKM. The score of pre-test cycle II is 70.29 which was higher than pre-test of cycle I, i.e. 63.52. Meanwhile, the score of post-test cycle II is 82.94 which were higher than post-test of cycle I, i.e. 74.41. In addition, the students looked to be more confident in learning process.

Based on the result among T-calculation of cycle I and cycle II, the implementation of reciprocal teaching method on memo was successful to improve students’ reading comprehension. It could be seen from the table, that shows t-calculation of cycle I is 4.77 and cycle II is 4.82. It was indicated that there was increasing value 0.15. So, the hypothesis was accepted.

In addition, the mean of pre-test and post-test of each cycle was increased significantly. The table above displayed that the mean of cycle I improves; the mean of pre-test is 63.52 and the mean of post-test was 72.94. In cycle II, the mean of pre-test and post-test also increase. In cycle II, the mean of pre-test were 70.29 and post-test 82.94.
From the finding research above, it could be seen that the using of reciprocal teaching method improve students’ reading comprehension in memo. By the other word, this research was proved that the students’ reading comprehension could be improved through reciprocal teaching method in learning.
CHAPTER V

CLOSURE

A. Conclusions

After the research was conducted, the researcher drew conclusion of the implementation of using reciprocal teaching method to improve students’ reading comprehension on memo (a classroom action research of the tenth grade students at SMKN 3 Salatiga in the academic year 2017/2018), the researcher concludes based on the findings of discussion at the previous chapter as follows:

1. Implementation of using reciprocal teaching method to improve students’ reading comprehension on memo in SMKN 3 Salatiga in the academic year 2017/2018 was applied by using some activities in the classroom such as make some groups, discussions, and presentation in front of the class. The teacher used reciprocal teaching method in every cycle that appropriate with the topic and made some groups in order to have the students to be more independently and understand the material with their ways. It could also stimulate the students’ effort to understand the rules of memo.

2. Based on the findings of the research, reciprocal teaching method has strength and weakness for the students to improve their reading comprehension. The strength of reciprocal teaching for the students were motivated the students to involved actively in learning reading in the class, devolving team-leadership among the students themselves
through grouping. It also created students learning center, the students in every groups become more active. Besides it was emphasized the students to asked about the material that they do not understand. Moreover, reciprocal teaching method also has the weakness. The weakness of reciprocal teaching method were such as spend too much time, some students feel lazy or less enthusiastic with grouping, there were some students who felt confused with the rules or the material.

3. The findings show that the effectiveness of using reciprocal teaching method improved the students’ reading comprehension. The percentage of students who pass the KKM in cycle I was 61.76 % and cycle II 85.29 %. At the cycle I, the mean of post-test (74.41) were higher than pre-test (63.52). In the cycle II, the mean of post-test (82.94) were also higher than the pre-test (70.29).

B. Suggestion

Based on the result of the study and conclusion, the writer would like to suggest to the following stakeholders:

1. For the students’

The students was needed more practices in improving reading skills so they could comprehend their English text easily. When they found difficulties, they could share or ask with their friends. They should motivate themselves to study hard so they could reach their goals. Reciprocal teaching method was one of many methods to increase their reading comprehension.
2. For the teacher

   The English teacher was needed some methods to improve reading comprehension of the students in the classroom, so it could be more creative. English teacher also should develop the method so they could make the students more interest with the material. *Reciprocal teaching method* was the method that used to improve students’ reading comprehension that has 4 steps that are predicting, clarifying, questioning generating, and summarizing.

3. For the other researcher

   The using of *reciprocal teaching method* could improve students reading comprehension, so that the other researcher could use this method if they want to improve their reading comprehension.
REFERENCES


Herlina, Nirma. 2017. The Use of Reciprocal Strategy in Teaching Reading Comprehension. ISELT.


https://www.prbahasainggris.com/2015/05/pengertian-memo-beserta-contoh-contohnya.html?m=1, diakses hari jum’at tanggal 27 April 2018 pukul 12.02 AM.

https://azbahasainggris.com/contoh-memo-inggris, diakses hari jum’at tanggal 27 April 2018 pukul 11.39 AM.

https://santaidamai.com/contoh-memo/, diakses hari jum’at tanggal 27 April 2018 pukul 12.31 AM.

https://karyapemuda.com/contoh-memo/, diakses hari jum’at 27 April 2018 pukul 12.15 AM.
https://www.itapuih.com, diakses hari jum’at tanggal 27 April 2018 pukul 07.18 AM.

https://englishahkam.blogspot.com, diakses hari jum’at 27 April 2018 pukul 07.51 AM.

https://www.su45kosgoro-xi.blogspot.com, diakses hari jum’at tanggal 27 April 2018 pukul 08.09 AM.
APPENDIX A:
INTERVIEW TRANSCRIPTS
**Interview transcript 1**

Selasa, 27 Maret 2018

Ruang kelas

P : Peneliti

S1234 : Siswa

A : Agus Sugito

P : Permisi, ini masih jam pelajaran bahasa Inggris Pak Angga kan?

S1234 : Iya masih mbak.


S1234 : Boleh mbaak.

P : Oke, nanti saya ambil contoh beberapa dari kalian. Nanti yang saya datangi akan saya wawancara dan yang lainnya boleh mengerjakan tugas kalau ada tugas ya.

S1234 : Iya mbaak.

P : Emm nama kamu siapa?

A : Agus Sugito mbaak.

P : Oke Agus, pengalaman kamu selama belajar Bahasa Inggris bagaimana?
A : Susah-susah seneng sih mbak.

P : Kalau belajar Bahasa Inggris kamu suka ngga?
A : Enggak.

P : Kalau dalam memahami teks Bahasa Inggris ada kesulitan nggak?
A : Ada,

P : Terus solusinya gimana biar bisa memahami?
A : Ya belajar terus memamai artinya.

P : Oke, kalau cari main idea/ ide pokok susah nggak?
A : Agak susah.

P : Yang bikin susah apanya?
A : Yaa memahami nya, sama artinya banyak yang ngga tau.

P : Terus solusinya gimana?
A : Mentok buka kamus mbak cari artinya satu persatu.

P : Oh oke, kalo dikelas pernah ada kegiatan diskusi nggak buat memahami teks Bahasa Inggris?
A : Pernah.

P : Kegiatan diskusinya seperti apa?
A : Diskusinya ya membicarakan hal yang didiskusikan, memecahkan masalah, terus presentasi.

P : Seupertinya cukup, kalo gitu makasih yaa.
A : Iya mbak.
**Interview 2**

Selasa, 27 Maret 2018

Ruang Kelas

P : Peneliti

V : Rizki Vania Dewi

P : Langsung saja ya, nama kamu siapa?

V : Nama saya Rizki Vania Dewi, biasa dipanggil Vania.

P : Bisa kamu ceritakan pengalaman kamu selama belajar bahasa Inggris.

V : Yaa belajar bahasa Inggris tu suka mbak, tapi tergantung gurune. Kalo gurune enak ya semangat, tapi kalo nyebelin ya jadi ngga semangat belajar.

P : Kamu suka apa engga sih kalau belajar bahasa Inggris?

V : Suka mbak.

P : Kalau dalam memahami teks bahasa Inggris ada kesulitan nggak?

V : Ngga ada kesulitan.

P : Kalau cari main idea susah nggak?

V : Lumayan susah sih mbak.

P : Kalau dikelas pernah ngadain diskusi untuk memahami teks nggak?

V : Pernah.

P : Kegiatan diskusinya seperti apa?

V : Diskusi biasa, habis itu presentasi didepan kelas.

P : Sepertinya sudah cukup, makasih yaa.

V : Iya mbak.
Interview 3

Selasa, 27 Maret 2018

Ruang Kelas

P : Peneliti

M : Muhammad Sodiq

P : Halo, boleh minta waktunya sebentar ya.

M : Iya.

P : Nama kamu siapa?

M : Muhammad Sodiq.

P : Bisa kamu ceritakan gimana pengalaman kamu selama belajar Bahasa Inggris?

M : Pengalaman saya belajar Bahasa Inggris itu agak sulit memahami, karena tidak pernah belajar Bahasa Inggris sebelumnya.

P : Kalau belajar Bahasa Inggris suka nggak?

M : Tergantung gurunya.

P : Dalam memahami teks Bahasa Inggris ada kesulitan nggak?

M : Banyak bu, karena belum sepenuhnya bisa mengerti arti Bahasa Inggris.

P : Terus untuk solusinya gimana?

M : Sering belajar bu.

P : Kalau cari main idea/ ide pokok dalam teks Bahasa Inggris susah nggak?

M : Mudah, paling didepan sama dibelakang bu.

P : Oke bagus. Terus kalo dikelas pernah ada kegiatan diskusi nggak?

M : Pernah, tapi kadang-kadang.
P : Diskusi yang dilakukan seperti apa contohnya?
M : Ya diskusi, setelah setelah diskusi langsung maju ke depan, biasanya teman memberi pertanyaan, udah itu aja bu.
P : Oke, sepertinya udah cukup, makasih yaa.
M : Oke bu sama-sama.

Interview 4
Selasa, 27 Maret 2018
Ruang Kelas

P : Peneliti
R : Ramadhan Aji Nugroho
P : Halo, langsung saja ya. Nama kamu siapa?
R : Ramadhan Aji Nugroho bu.
P : Pengalaman kamu selama belajar Bahasa Inggris gimana?
R : Sulit, nggak tau artine ok bu.
P : Tapi kamu suka apa enggak sama pelajaran Bahasa Inggris?
R : Suka-suka enggak.
P : Kalau dalam memahami teks Bahasa Inggris ada kesulitan apa enggak?
R : Kesulitan sekali.
P : Kesulitannya gimana?
R : Ya soalnya nggak tau artine bu jadi ngga paham.
P : Terus solusinya gimana biar paham?
R : Belajar bu.
Kalau cari main idea/ide pokok dalam teks Bahasa Inggris susah nggak?

Ya setengah-setengah bu.

Setengah-setengah maksudnya gimana itu?

Ya kadang gampang kadang susah tergantung teks nya sih bu.

Kalau dikelas pernah ada kegiatan diskusi nggak?

Pernah.

Kegiatan diskusinya seperti apa?

Mengerjakan tugas, bahas, itu aja bu.

Oke kalo begitu cukup, makasih yaa.

Siap bu sama-sama.

Interview 5

Kamis, 12 April 2018

Ruang Waka

Peneliti

PA : Guru Bahasa Inggris

P dan PA sebelumnya sudah sepakat untuk bertemu pukul 07.00 di sekolah.

Tetapi karena PA ada acara terlebih dahulu, maka diganti sekitar jam 10.00.

wawancara.

P : Permisi pak.

PA : Iya mbak, silahkan duduk. Gimana?

P : Ini pak, saya ingin meminta tanda tangan njenengan untuk permohonan penelitian.

PA : Oh iya mbak.

P : Sama sekalian saya ingin bertanya mengenai kelas Ototronika 2 ini pak.

PA : Iya mbak silahkan.

P : Begini pak, kalo menurut njenengan kemampuan Bahasa Inggris siswa kelas Oto 2 ini gimana ya pak, terutama dalam memahami sebuah teks Bahasa Inggris?

PA : Gimana ya mbak, sebenernya kelas Oto 2 ini anak-anaknya termasuk aktif ketimbang kelas lainnya, tapi dalam memahami teks Bahasa Inggris masih termasuk kurang karena basic mereka sendiri kan Ototronik jadi kalo Bahasa Inggris ya rata-rata belum jadi prioritas kecuali mereka yang memang seneng sama Bahasa Inggris.

P : Kalo menurut bapak kan tadi pemahaman Bahasa Inggris mereka kan masih terbilang kurang ya pak, itu disebabkan oleh faktor apa kira-kira pak?

PA : Ya itu mbak basic mereka itu di Ototronik, terus juga lack of vocabulary yang paling dominan. Kosakata Bahasa Inggris yang mudah saja kadang ada yang tidak tau.

P : Selain lack of vocabulary, faktor lainnya apa pak?

PA : Grammar mbak. Semisal hari ini diajarin grammar terus dikasih contoh, kemudian ketika diberi contoh lain atau disuruh buat contoh sendiri itu ya masih banyak yang salah mbak.
P: Tapi kalo menurut njenengan, dari siswanya sendiri itu sebenernya suka apa engga sih pa dengan Bahasa Inggris?

PA: Rata-rata sih sepertinya suka ya mbak, senengnya tu menurut wah Bahasa Inggris, mereka suka sama ngomongnya itu mbak, tapi ketika disuruh belajar ngomong mereka langsung pada diem atau kalo nggak ya suka asal ngomong aja mbak.

P: Terus kalo pelajaran Bahasa Inggris, mereka suka kesulitan nggak sih pa kalo cari main idea?

PA: Kalo disuruh cari main idea sih masih suka kesulitan ya mbak, apalagi kalo teksnya itu ada beberapa paragraph.

P: Itu gimana caranya njenengan untuk memperbaiki masalah mereka pak?

PA: Ya kalo saya biasanya tak kasih gambar terus saya suruh mereka menyebutkan kosakata Bahasa Inggrisnya seperti itu mbak, karena kalo mereka langsung diajak untuk memahami teks itu masih susah mbak jadi biasanya saya ajak mereka buat menambah vocabulary dulu.

P: Kalo untuk siswanya sendiri, kalo dikelas suka bercanda atau jalan jalan sendiri gitu nggak pak?

PA: Iya mbak, kadang masih sering jalan jalan dikelas kalo lagi pelajaran. Kadang alasannya mau pinjam tipe-X atau lainnya gitu.

P: Terus bapak sendiri mensikapi mereka itu seperti apa pak?

PA: Kalo saya sendiri sih nggak terlalu ketat sama mereka ya mbak, palingan saya tegur mereka dulu. Kadang saya suka ngajakin mereka bercanda mbak, maksudnya itu biar mereka nggak terlalu tegang kalo lagi pelajaran Bahasa Inggris mbak, kalo mereka aja udah tegang ikut pelajaran Bahasa Inggris, pasti nanti kesepepannya mereka akan nggak suka sama pelajaran mereka mbak.
P   : Kalau sikap siswa sendiri dalam mengikuti pelajaran itu bisa diajak untuk aktif apa nggak pak?

PA  : Yaa kadang ada yang mau, banya juga yang enggak mbak, apalagi dikelas Oto sendiri kan mayoritas juga laki-laki mbak.

P   : Kalau dalam kegiatan membaca apakah siswa sudah menggunakan teknik reading comprehension pak?

PA  : Belum mbak.

P   : Terus kalo dalam kegiatan membaca biasanya menggunakan teknik apa pak?

PA  : Ya palingan pakai kamus biasa mbak.

P   : Kalo kegiatan diskusi sendiri seperti apa pak?

PA  : Ya seperti biasa mbak, semisal tentang teks Bahasa Inggris ya nanti diskusi sekalian dibahas bersama, biasa saya kasih seperti quiz mbak biar mereka seperti ada kompetisi, itung itung buat motivasi mereka juga mbak.

P   : Kalau menurut bapak metode reciprocal teaching itu bisa membantu memperbaiki reading comprehension siswa tidak pak?

PA  : Jujur saya sendiri juga belum begitu mengenal tentang metode reciprocal teaching itu apa ya mbak, tapi menurut saya siswa akan tertarik kalau ada teknik atau cara yang baru untuk dibawakan.

P   : Iya pak semoga begitu, sebelumnya terimakasih sudah banyak membantu nggih pak.

PA  : Iya mbak sama-sama, mohon maaf juga tadi saya undur karena saya tadi ada keperluan diluar.

P   : Nggih pak ngga apa-apa, maaf sudah mengganggu waktunya njenengan nggih pak.
PA : Nggak papa mbak, semoga lancer ya mbak.

P : Amin, makasih pak. Kalo begitu saya permisi dulu nggih pak.

PA : Iya mba monggo.
APPENDIX B:

DOCUMENTATION
APPENDIX C:
SYLLABUS
NAMA SEKOLAH: SMK NEGERI 3 SALATIGA

BIDANG KEAHlian: Semua Bidang Keahlian

KOMPETENSI KEAHlian: Semua Kompetensi Keahliann

MATA PELAJARAN: BAHASA INGGRIS

DURASI (WAKTU): 288 JP

KI-3 (Pengetahuan): Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, proksedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

<table>
<thead>
<tr>
<th>3.9 Menganalisis fungsi social, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk <strong>memo, menu, schedule dan signs</strong> dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja, sesuai dengan konteks penggunaannya di dunia kerja.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.9 Menyusun teks</td>
</tr>
</tbody>
</table>

### 3.9.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks berupa **memo, menu, schedule** dan **signs** sesuai dengan konteks penggunaannya.

#### a. Fungsi sosial:
- Untuk memberi arahan/informasi mengenai sesuatu dalam bentuk memo, menu, jadwal dan tanda/rambu di tempat umum.

#### b. Struktur Teks:
**Memo:**

1. Mengamat i teks berupa memo, menu, schedule dan signs
2. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat dalam teks berbentu

### a. Pengetahuan:
- **Teks tertulis**
- **Teks lisan**
- **Penugasan**
  - Kinerja
  - Proyek
  - Portofolio

### b. Keterampilan:
- **Penilaian**
  - Kinerja
  - Proyek
  - Portofolio
khusus dalam bentuk memo, menu, jadwal dan tanda-tanda (signs) lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

4.9.1 Menyusun teks lisan dan tertulis mengenai teks berbentuk memo, menu, schedule dan signs sesuai dengan konteks penggunaannya.

c. Unsur kebahasaan:
- Kosakata:
  - Simple Present Tense
  - Simple sentences
  - Imperative sentences
- Ejaan dan tanda baca yang jelas, rapi dan tepat
- Ucapan, tekanan

3. Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari teks berupa memo, menu, schedule dan signs

4. Mendiskusikan dan menganalisis
<table>
<thead>
<tr>
<th>4.9.2</th>
<th>Mengkomunikasikan secara lisan dan tulis teks berupa memo, menu, schedule dan signs dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>kata&amp; intonasi yang jelas dan tepat ketika mempresentasikan secara lisan</td>
</tr>
<tr>
<td></td>
<td>sis fungsi sosial, struktur teks dan unsur kebahasaan dari teks berupa memo, menu, schedule dan signs</td>
</tr>
<tr>
<td>5.</td>
<td>Menerapkan penggunaan struktur teks dan unsur kebahasaan dalam teks berupa</td>
</tr>
</tbody>
</table>
Menyusun teks lisan dan tulis tentang teks berupa memo, menu, schedule dan signs ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan.

6. Menyusun teks lisan dan tulis tentang teks berupa memo, menu, schedule.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>dan signs dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan;</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Mengkomunikasikan teks berupa memo, menu, schedule dan signs dengan memberi dan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meminta informasi terkait kegiatan sekolah atau tempat kerjadianan menggunakan struktur teks dan unsur kebahasan yang tepat sesuai konteks penggunaan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D:

LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMKN 3 Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 2
Materi Pokok : Memo
Alokasi Waktu : 3 x 45 menit

A. KOMPETENSI INTI

KI 3 : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar, dan metakognitif sesuai dengan bidang dan lingup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI 4 : Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang di pelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

3.9 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk memo, menu, schedule dan signs dengan memberi dan meminta informasi terkait kegiatan
sekolah atau tempat kerja, sesuai dengan konteks penggunaannya didunia kerja.

4.9 Menyusun teks khusus dalam bentuk memo, menu, jadwal dan tanda-tanda (Signs) lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

3.9.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks berupa memo, menu, schedule dan signs sesuai dengan konteks penggunaannya.

3.9.2 Siswa dapat membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks berupa memo, menu, schedule dan signs sesuai dengan konteks penggunaannya.

4.9.1 Siswa dapat menyusun teks lisan dan tertulis mengenai teks berbentuk memo, menu, schedule dan signs dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya.

4.9.2 Siswa dapat mengkomunikasikan secara lisan dan tulis teks berupa memo, menu, schedule dan signs dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya.

D. TUJUAN PEMBELAJARAN

1. Setelah berdiskusi dan menggali informasi siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks berupa memo, menu, schedule dan signs sesuai dengan konteks penggunaannya.

2. Setelah berdiskusi dan menggali informasi siswa dapat membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks
berupa memo, menu, schedule dan signs sesuai dengan konteks penggunaannya.

3. Setelah berdiskusi dan menggali informasi siswa dapat menyusun teks lisan dan tertulis mengenai teks berbentuk memo, menu, schedule dan signs dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya.

4. Setelah berdiskusi dan menggali informasi siswa dapat mengkomunikasikan secara lisan dan tulis teks berupa memo, menu, schedule dan signs dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya.

5. **E. MATERI PEMBELAJARAN**

**MEMO**

Memo is a message form written briefly, compact and clear that is addressed to someone.

Fungsi sosial:
Untuk memberi arahan atau informasi mengenai sesuatu dalam bentuk memo.

Struktur teks:
- Kepala memo : - kop memo (memo resmi)
  - nama pengirim
  - nama penerima
- Badan memo : isi memo
- Kaki memo : tanda tangan & nama jelas pembuat memo

Unsur kebahasaan:
- Kosakata: yang terkait dengan topic.
- Tata Bahasa:
  - Simple Present Tense
<table>
<thead>
<tr>
<th>Sentence</th>
<th>Formula</th>
<th>Example</th>
</tr>
</thead>
</table>
| Positif (+) | S + V-1  
S + auxiliary (do/does) + bare infinitive  
S + be (is/am/are) | She likes eating out  
The children are naughty |
| Negative (-) | S + auxiliary (do/does) + not + bare infinitive  
S + be (is/am/are) + not | She doesn’t like eating out  
The children aren’t naughty |
| Interrogative | Do/does + S + bare infinitive  
Be (am/is/are) + S | Are the children naughty? |

- Simple sentences

Simple sentence is a sentence type that consists of independent clause. Independent clause terdiri dari suatu subject, verb, dengan/tanpa komponen lainnya (seperti modifier atau complement) untuk membentuk kalimat yang memiliki arti secara utuh/ lengkap.

<table>
<thead>
<tr>
<th>Example</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| My uncle sells the hiking instrument. | Subject= my uncle  
Verb= sell  
(direct) object= the hiking instrument |
| The guide came late yesterday. | Subject= the guide  
Verb= came  
Adverb= late, yesterday |
| They are troublemaker. | Subject= they |
• Imperative sentences

Kalimat perintah is a sentence type that is used to make a command, request, and direction. Umumnya, imperative sentences tidak menggunakan subject “you” karena dianggap sudah dimengerti atau dengan kata lain imperative sentence merupakan elliptical construction.

<table>
<thead>
<tr>
<th>Using</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command</td>
<td>Do not step on the grass.</td>
</tr>
<tr>
<td>(perintah)</td>
<td>(Jangan menginjak rumput)</td>
</tr>
<tr>
<td></td>
<td>Shut up the window!</td>
</tr>
<tr>
<td></td>
<td>(Tutup jendela)</td>
</tr>
<tr>
<td>Request</td>
<td>Please reconsider my job application.</td>
</tr>
<tr>
<td>(permintaan)</td>
<td>(Tolong pertimbangkan lamaran kerja saya)</td>
</tr>
<tr>
<td></td>
<td>Let me alone, please.</td>
</tr>
<tr>
<td></td>
<td>(Biarkan saya sendiri)</td>
</tr>
<tr>
<td>Direction</td>
<td>Add a glass of coconut milk into a pen and then boil it.</td>
</tr>
<tr>
<td>(petunjuk)</td>
<td>(Tambahkan satu gelas santan ke dalam panic lalu rebus)</td>
</tr>
<tr>
<td></td>
<td>Go straight ahead then turn left.</td>
</tr>
<tr>
<td></td>
<td>(Jalan lurus ke depan lalu belok kiri)</td>
</tr>
</tbody>
</table>

- Ejaan dan tanda baca yang jelas, rapid dan tepat.
- Ucapan, tekanan kata & intonasi yang jelas dan tepat ketika mempresentasikan secara lisan.
F. PENDEKATAN DAN MODEL PEMBELAJARAN

1. Pendekatan: Scientific approach

G. LANGKAH-LANGKAH PEMBELAJARAN

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
</table>
b. Guru mengecek presensi siswa.  
c. Guru memberikan motivasi dan mengarahkan siswa pada tema yang akan dibahas.  
d. Guru memberitahu siswa tentang tujuan pembelajaran yang akan dicapai. | 10 menit |
| Isi | a. Siswa mengamati teks berupa memo.  
b. Guru memandu siswa untuk menenyakan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks memo.  
c. Guru membagi siswa ke dalam enam kelompok, masing-masing kelompok terdiri dari 6 siswa.  
d. Setiap kelompok diberi sebuah teks memo oleh guru, | 115 menit |
kemudian mereka diminta untuk menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks memo yang mereka dapat.

e. Setiap kelompok membaca teks memo yang mereka dapat sebelum lanjut memahami isi teks. (Predicting)

f. Setelah membaca teks memo dan memberikan prediksi, maka akan ada beberapa pertanyaan yang muncul. Pertanyaan akan diungkapkan dalam kelompok masing-masing. (Questioning)

g. Setelah berdiskusi sesaat, siswa dapat mulai menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks memo yang mereka dapat.

h. Siswa yang telah selesai mendiskusikan teks memo yang mereka dapat, prediksi dan asumsi yang tercipta diawal dari membaca teks memo tersebut bisa jadi membutuhkan klarifikasi. (Clarifying)

i. Guru meminta kepada setiap kelompok untuk meringkas
hasil diskusi mereka, kemudian masing-masing perwakilan kelompok menyampaikannya di depan kelas satu per satu. (Summarizing)

j. Setelah semua kelompok selesai mempresentasikan hasil diskusi mereka di depan kelas, siswa diminta untuk kembali ke tempat duduk mereka masing-masing.

k. Guru meminta kepada siswa untuk mengerjakan soal pilihan ganda secara individual.

l. Guru meminta kepada siswa untuk mengumpulkan jawaban mereka.

### Penutup

<table>
<thead>
<tr>
<th>a. Guru memberikan pertanyaan kepada siswa untuk mengetahui apakah peserta didik sudah memahami materi yang telah disampaikan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Guru bersama peserta didik menyimpulkan kegiatan pembelajaran.</td>
</tr>
<tr>
<td>c. Guru mengucapkan salam penutup.</td>
</tr>
</tbody>
</table>

10 menit
H. MEDIA, ALAT & SUMBER BELAJAR

Media : Internet
Alat : laptop, buku, bolpoin, spidol.
Sumber belajar : buku paket, internet.

I. INSTRUMEN PENILAIAN HASIL BELAJAR

1. Teknik penilaian:
   - Teknik : Tes tertulis
   - Bentuk : Multiple choice and essay
   - Nilai= jumlah benar x 10

2. Bentuk instrumen:
   Rubrik penilaian sikap

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>respect</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Keterangan:
Peduli (care)
5= tidak pernah menunjukkan sikap tidak peduli
4= pernah menunjukkan sikap tidak peduli
3= beberapa kali menunjukkan sikap tidak peduli
2= sering menunjukkan sikap tidak peduli
1= sangat sering menunjukkan sikap tidak peduli
5. selalu menunjukkan sikap percaya diri
4. sering menunjukkan sikap percaya diri
3. cukup percaya diri, terkadangragu ragu
2. kurangpercaya diri, sering ragu ragu
1. tida percaya diri dan cenderungmenarik diri

Tanggung jawab (responsibility)

5. selalu menunjukkan sikap tanggungjawab
4. seringmenunjukkan sikap tanggungjawab
3. terkadangmenunjukkan sikap tanggung jawab
2. kurangmenunjukkan sikap tanggung jawab
1. jarangmenunjukkan sikap tanggung jawab

Mengetahui,
Guru mapel

Angga Aga Wastu

Peneliti

Panatunnisa

Salatiga, 1 Mei 2018
APPENDIX E:
MATERIAL
MEMO

To : Wendy
From : Renata

I need your help to handle the meeting of Indonesia Book Fair Committee because I can’t come today. Please meet our principal and tell him that the meeting is scheduled at 9 a.m. After that, ask Rosa, the master of ceremony to start on time. One more thing, don’t forget to confirm about the snack and drink for the coffee break to Mrs. Leila. Thank you.

Renata

(https://azbahasainggris.com/contoh-memo-inggris)

1. Fungsi sosial
   ……………………………………………..

2. Struktur teks
   Kepala surat
   - kop memo : …………..
   - nama pengirim : …………..
   - nama penerima : …………..

   Badan surat : …………..

   Kaki surat : …………..

3. Unsur kebahasaan
   Tata bahasa
   - Simple present tense : …………..
   - Simple sentence : …………..
   - Imperative sentence : …………..
To : Laras
From : Anton

Don’t forget to join us in the English Club meeting this afternoon. We are going to discuss our plan to celebrate our school anniversary. Dini, Nova, Sony and Oki will be there too. Please be punctual. See you there.

Anton

(https://azbahasainggris.com/contoh-memo-inggris)

1. Fungsi sosial

2. Struktur teks
   Kepala surat
   - kop memo : .............
   - nama pengirim : .............
   - nama penerima : .............
   Badan surat : .............

   Kaki surat : .............

3. Unsur kebahasaan
   Tata bahasa
   - Simple present tense : .............
   - Simple sentence : .............
   - Imperative sentence : .............
To : Deputy of Headmaster
From : Headmaster
Date  : January, 10\textsuperscript{th} 2017

I want to do discussion with you about the event of final test that will be implemented on January, 25\textsuperscript{th} 2017. Please prepare the data about the question and answer list that given by government to our school. The discussion will be implemented in the afternoon after the second break in my room. Thank you.

Panji Naji, M.Pd.

(https://karyapemuda.com/contoh-memo/)

1. Fungsi sosial

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

2. Struktur teks

Kepala surat
- kop memo : .............
- nama pengirim : .............
- nama penerima : .............

Badan surat : .............

Kaki surat : .............

3. Unsur kebahasaan

Tata bahasa
- Simple present tense : .............
- Simple sentence : .............
- Imperative sentence : .............
To : Shafira

From : Mother

Shafira, please cook some foods for your father if you already arrive at home. All of the materials are in the refrigerator. Take it carefully. I go to hospitals to visit my friend. Call me if you have any question.

Your mother

(https: //santaidamai.com/contoh-memo/)

1. Fungsi sosial

2. Struktur teks
   Kepala surat
   - kop memo : .......... 
   - nama pengirim : .......... 
   - nama penerima : .......... 
   Badan surat : ............

   Kaki surat : ............

3. Unsur kebahasaan
   Tata bahasa
   - Simple present tense : .......... 
   - Simple sentence : .......... 
   - Imperative sentence : ..........
To : Head of Production

From : Manager

Date : March, 21st 2017

Please prepare the data about total products that have been produced this month. I ask the list products that have been produced start from 2016, and I ask to you to make the new product receipt for this month. It will be consideration in the meeting this month. Thank you.

Manager

(https://karyapemuda.com/contoh-memo/)

1. Fungsi sosial

2. Struktur teks

Kepala surat
- kop memo : ............
- nama pengirim : ............
- nama penerima : ............

Badan surat : ............

Kaki surat : ............

3. Unsur kebahasaan

Tata bahasa
- Simple present tense : ............
- Simple sentence : ............
- Imperative sentence : ............
To: Lovely Child
From: Mother

I have been made a food in dining table, eat and spend it all. I am going to uncle house and will go home tomorrow morning. Don’t forget to pick the clothes if it is dry.

Mother

Gracia Simanjuntak
(http://www.prbahasaindonesia.com/2015/05/pengertian-memo-beserta-contoh-contohnya.html?m=1)

1. Fungsi sosial

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

2. Struktur teks
Kepala surat
- kop memo : ..........
- nama pengirim : ..........
- nama penerima : ..........
Badan surat : ..........

Kaki surat : ..........

3. Unsur kebahasaan
Tata bahasa
- Simple present tense : ..........
- Simple sentence : ..........
- Imperative sentence : .........
To : Budi Setiawan
From : Afif Albaironi

Don’t forget to bring Game of Throne Novel that you borrow yesterday, because I want to restore it to Ani. She was angry when ask the book to me.

Your friend

Afif Albaironi

(http://www.prbahasaindonesia.com/2015/05/pengertian-memo-beserta-contoh-contohnya.html?m=1)

1. Fungsi sosial
   ……………………………………………

2. Struktur teks
   Kepala surat
     - kop memo : …………..
     - nama pengirim : …………..
     - nama penerima : …………..
   Badan surat : …………..

   Kaki surat : …………..

3. Unsur kebahasaan
   Tata bahasa
     - Simple present tense : …………..
     - Simple sentence : …………..
     - Imperative sentence : …………..
PT. Muncul Abadi
Sultan Badarudin II Street no. 08, Tanjung Raya
Bandar Lampung

To : Financial Manager
From : Main Director
Date : December 20, 2015

Main Director

I Nyoman Budiarte

(http://www.prbahasaindonesia.com/2015/05/pengertian-memo-beserta-contoh-contohnya.html?m=1)

1. Fungsi sosial
   ..........................................................

2. Struktur teks
   Kepala surat
   - kop memo : .............
   - nama pengirim : .............
   - nama penerima : .............
   Badan surat : .............

   Kaki surat : .............

3. Unsur kebahasaan
   Tata bahasa
   - Simple present tense : .............
   - Simple sentence : .............
   - Imperative sentence : .............
APPENDIX F: QUESTIONS AND KEY WORDS
The following text is for questions 1-3!

To: All Employees
Date: April 4th, 2017

All requests for supplies must be typed and signed. Only typed requests will be accepted. All requests must be on my desk fifteenth every month. Approved requested will be sent on the Accounting Department. Please plan ahead. It takes two to six weeks to order supplies.

Sincerely,

Paul Walker
(https://www.ttupuul.com)

1. This memo is addressed to?
   a. New employees  
   b. Mr. Paul Walker  
   c. Head of personnel  
   d. All employees

2. What should they do with the request?
   a. Write down on a paper  
   b. Typed and signed  
   c. Write and sign  
   d. Signed

3. What does the memo concern?
   a. Overdue accounts  
   b. Office furniture  
   c. Supply request  
   d. Typewriters

The following text is for questions 4-5!

To: Sri Rejeki
From: Harwan

I am in a hurry to catch the bus. It’s quite late. I’m still burning CDs in the teacher’s computer. Please, you wait the process and keep all the burnt CDs with you. There are five CDs more to burn. Don’t forget shutting down the computer and disconnect the electric lines. Thanks a lot.

Sincerely,

Harwan
(https://englishahkam.blogspot.com)
What should Rejeki do after reading the memo?
- Wait the burning process and keep all burnt CDs.
- Unplug the cable power of the computer.
- Shut down the electric lines.
- Keep the CDs and catch the bus quickly.

Which statement is INCORRECT based on the memo above?
- There was one CD to burn in the teacher's computer.
- Harwan sent a message to Sri Rejeki to burn CDs.
- Harwan was quite late to catch the bus.
- Sri Rejeki was quite late to burn the CDs.

The following text is for questions 6-10:

To: All employees
Date: May 30th, 2006

Your visitors are asked to sign in at the reception desk. The receptionist will call your office to admit them. You must come to the reception area and escort your visitors to your office.

Sincerely,

Security

(https://www.s45kosgorox4.blogspot.com)

6. What must visitor do?
   a. Call your office
   b. Admit themselves
   c. Leave before closing
   d. Sign in

7. In the second sentence, what does they refer to?
   a. Signature
   b. Visitors
   c. Receptionists
   d. Employees

8. What does admit mean in this passage?
   a. To send
   b. To state
   c. To let enter
   d. To release

9. Who is the writer of the memo?
   a. Personnel manager
   b. Security
   c. Marketing manager
   d. Public relation staff

10. Who must be escorted?
    a. Children
    b. All visitors
    c. Receptionists
    d. Office personnel
The following text is for questions 1-2!

To: Sri Rejeki  
From: Harwan

I am in a hurry to catch the bus. It’s quite late. I’m still burning CDs in the teacher’s computer. Please, you wait the process and keep all the burnt CDs with ya. There are five CDs more to burn. Don’t forget shutting down the computer and disconnect the electric lines. Thanks a lot.

Sincerely,

Harwan  
(https://englishahkam.blogspot.com)

3. What should Rejeki do after reading the memo?
   a. Wait the burning process and keep all burnt CDs.
   b. Unplug the cable power of the computer.
   c. Shut down the electric lines.
   d. Keep the CDs and catch the bus quickly.

4. Which statement is INCORRECT based on the memo above?
   a. There was one CD to burn in the teacher’s computer.
   b. Harwan sent a message to Sri Rejeki to burn CDs.
   c. Harwan was quite late to catch the bus.
   d. Sri Rejeki was quite late to burn the CDs.

The following text is for questions 3-7!

To: All employees  
Date: May 30th, 2006

Your visitors are asked to sign in at the reception desk. The receptionist will call your office to admit them. You must come to the reception area and escort your visitors to your office.

Sincerely,

Security  
(https://www.su45kosgoro-xl.blogspot.com)

5. What must visitor do?
   a. Call your office
   b. Admit themselves
   c. Leave before closing
   d. Sign in

6. In the second sentence, what does they refer to?
   a. Signature
   b. Visitors
   c. Receptionists
   d. Employees
What does admit mean in this passage?
- To send
- To state
- To let enter
- To release

Who is the writer of the memo?
- Personnel manager
- Security
- Marketing manager
- Public relation staff

Who must be escorted?
- Children
- All visitors
- Receptionists
- Office personnel

The following text is for questions 8-10:

To: All Employees  
Date: April 4th, 2017

All requests for supplies must be typed and signed. Only typed requests will be accepted. All requests must be on my desk fifteenth every month. Approved requests will be sent on the Accounting Department. Please plan ahead. It takes two to six weeks to order supplies.

Sincerely,

Paul Walker  
(https://www.itapuih.com)

This memo is addressed to?
- New employees
- Mr. Paul Walker
- Head of personnel
- All employees

What should they do with the request?
- Write down on a paper
- Typed and signed
- Write and sign
- Signed

What does the memo concern?
- Overdue accounts
- Office furniture
- Supply request
- Typewriters
The following text is for questions 1-2.

To: Raihan Ardilangga
Date: March 27, 2014

Raihan, I need your help to announce all the managers that we are going to take a meeting on Saturday, March 29. Also, you have to prepare the data of our finance report for this month. It must be clear before the meeting because the data is included in the meeting and should be presented in front of all the managers. I will be there on Friday to check your work.

Sincerely,
David Sitohang

What does the memo talk about?

a. Checking the work of Raihan Ardilangga on Friday
b. The data of finance report
 c. The meeting which will be carried out on March 29
d. A presentation to the all managers

When does David come back?

a. On March 29, 2014
b. As soon as possible
c. On Saturday morning
d. A day before the meeting

The following text is for questions 3-6.

To: John Cena
Senior Secretary
From: Andy Wright
Date: May 3rd, 2017
Sub: Steve Wilder, American Interior Designer

Mr. Wilder will be visiting our office on Friday, May 5th, 2017. I would like you to prepare the concept of our new building's interior for him. He will arrive in the morning before.

Who is Mr. Andy Wright?

a. Designer
b. Steve's boss
c. Junior secretary
d. John's boss

Where does Mr. Wilder come from?

a. New York
b. Canada
c. Australia
d. America
When will Mr. Welder visit their office?
- May 1st, 2017
- At night
- In the afternoon
- May 5th, 2017

What is Steve Welder's occupation?
- Secretary
- Consultant
- A teacher
- An interior designer

The following text is for questions 7-10.

Dear Viana,

Remember, we've had an appointment to go swimming, after school. I'll be waiting for you at home. After having lunch and a nap, please be prepared to go. Don't forget to bring your swimsuit. We will go there by bicycle.

Rere

Where will Rere be waiting for Viana?
- At the swimming pool
- At school
- At her home
- At Viana's home

What should they do before going swimming?
- Have lunch and bring a swimsuit
- Have a nap and ride a bicycle
- Have lunch and a nap
- Make an important prepare everything

When will they go swimming?
- In the evening
- In the afternoon
- At night
- In the morning

This memo is addressed to?
- Rere
- Viana's sister
- Viana
- Their teacher
The following text is for questions 1-4!

To: Laras
From: Anton

Don’t forget to join us in the English Club meeting this afternoon. We are going to discuss our plan to celebrate our school anniversary. Dini, Nova, Sony and Oki will be there too. Please be punctual. See you there.

Anton
(https://azbahasainggris.com/contoh-memo-inggris)

9. This memo is addressed to:
   a. Anton       c. Nova
   b. Laras       d. Dini

9. What would they discuss?
   a. Join in the English Club
   b. Laras’s birthday
   x. Their plan to celebrate their school anniversary
   d. Their plan to celebrate their school birthday

9. When will they join in the English Club meeting?
   a. In the morning
   b. In the evening
   c. At night
   x. At afternoon

9. Anyone who will come to the meeting?
   a. Anton, Laras, Nia
   x. Nova, Sony, Dini
   c. Dini, Indah, Laras
   d. Satria, Anton, Sony

The following text is for questions 5-8!

To: John Cena
Senior Secretary
From: Andy Wright
Date: May 3rd, 2017
Sub: Steve Wilder, American Interior Designer

Mr. Wilder will be visiting our office on Friday, May 5th, 2017. I would like you to prepare the concept of our new building’s interior for him. He will arrive in the morning before.
What is Steve Wilder's occupation?
- An interior designer
- A teacher
- Consultant
- Secretary

Who is Mr. Andy Wright?
- Junior secretary
- John's boss
- Designer
- Steve's boss

When will Mr. Wilder visit their office?
- At night
- In the afternoon
- May 3\textsuperscript{rd} 2017
- May 31\textsuperscript{st} 2017

Where does Mr. Wilder come from?
- Australia
- America
- New York
- Canada

The following text is for questions 9-10:

Dear Viana,

Remember, we've had an appointment to go swimming after school. I'll be waiting for you at school. After having lunch and a nap, please be prepared to go. Don't forget to bring your swimsuit. We will go there by bicycle.

Rere

Where will Rere be waiting for Viana?
- At the swimming pool
- At school
- At her home
- At Viana's home

What should they do before going swimming?
- Have lunch and bring a swimsuit
- Have a nap and ride a bicycle
- Have lunch and a nap
- Make an important prepare everything
The following text is for questions 1-3:

To: All Employees  
Date: April 4th, 2017

All requests for supplies must be typed and signed. Only typed requests will be accepted. All requests must be on my desk fifteenth every month. Approved requests will be sent on the Accounting Department. Please plan ahead. It takes two to six weeks to order supplies.

Sincerely,

Paul Walker  
(https://www.itapuih.com)

1. This memo is addressed to?
   a. New employees  
   b. Mr. Paul Walker  
   c. Head of personnel  
   d. All employees

2. What should they do with the request?
   a. Write down on a paper  
   b. Typed and signed  
   c. Write and sign  
   d. Signed

3. What does the memo concern?
   a. Overdue accounts  
   b. Office furniture  
   c. Supply request  
   d. Typewriters

The following text is for questions 4-5:

To: Sri Rejeki  
From: Harwan

I am in a hurry to catch the bus. It’s quite late. I’m still burning CDs in the teacher’s computer. Please, you wait the process and keep all the burnt CDs with you. There are five CDs more to burn. Don’t forget shutting down the computer and disconnect the electric lines. Thanks a lot.

Sincerely,

Harwan  
(https://englishhakam.blogspot.com)
4. What should Rejeki do after reading the memo?
   a. Wait the burning process and keep all burnt CDs.
   b. Unplug the cable power of the computer
   c. Shut down the electric lines.
   ✳ d. Keep the CDs and catch the bus quickly.

5. Which statement is INCORRECT based on the memo above?
   a. There was one CD to burn in the teacher’s computer.
   b. Harwan sent a message to Sri Rejeki to burn CDs.
   ✳ c. Harwan was quite late to catch the bus.
   d. Sri Rejeki was quite late to burn the CDs.

The following text is for questions 6-10:

To All employees
Date May 30th, 2006

Your visitors are asked to sign in at the reception desk. The receptionist will call your office to admit them. You must come to the reception area and escort your visitors to your office.

Sincerely,

Security
(https://www.su45kosgoro-xi.blogspot.com)

6. What must visitor do?
   a. Call your office
   b. Admit themselves
   c. Leave before closing
   ✳ d. Sign in

7. In the second sentence, what does they refer to?
   a. Signature
   b. Visitors
   ✳ c. Receptionists
   d. Employees

8. What does admit mean in this passage?
   a. To send
   ✳ b. To state
   c. To let enter
   d. To release

9. Who is the writer of the memo?
   a. Personnel manager
   b. Security
   ✳ c. Marketing manager
   d. Public relation staff

10. Who must be escorted?
   a. Children
   b. All visitors
   c. Receptionists
   ✳ d. Office personnel
Name: Rohit Mohammad
No.: 10
Class: X 6 to 2

POST-TEST

The following text is for questions 1-2:

To: Sri Rejeki
From: Harwan

I am in a hurry to catch the bus. It's quite late. I'm still burning CDs in the teacher's computer. Please, you wait the process and keep all the burnt CDs with you. There are five CDs more to burn. Don't forget shutting down the computer and disconnect the electric lines. Thanks a lot.

Sincerely,

Harwan
(https://englishahkm.blogspot.com)

1. What should Rejeki do after reading the memo?
   a. Wait the burning process and keep all burnt CDs.
   b. Unplug the cable power of the computer.
   c. Shut down the electric lines.
   d. Keep the CDs and catch the bus quickly.

2. Which statement is INCORRECT based on the memo above?
   a. There was one CD to burn in the teacher's computer.
   b. Harwan sent a message to Sri Rejeki to burn CDs.
   c. Harwan was quite late to catch the bus.
   d. Sri Rejeki was quite late to burn the CDs.

The following text is for questions 3-7:

To: All employees
Date: May 30th, 2006

Your visitors are asked to sign in at the reception desk. The receptionist will call your office to admit them. You must come to the reception area and escort your visitors to your office.

Sincerely,

Security
(https://www.sud4skosgoro-xi.blogspot.com)

3. What must visitor do?
   a. Call your office
   b. Admit themselves
   c. Leave before closing
   d. Sign in

4. In the second sentence, what does they refer to?
   a. Signature
   b. Visitors
   c. Receptionists
   d. Employees
What does admit mean in this passage?

a. To send
b. To state
c. To let enter
d. To release

Who is the writer of the memo?

a. Personnel manager
b. Security
c. Marketing manager
d. Public relation staff

Who must be escorted?

a. Children
b. All visitors
c. Receptionists
d. Office personnel

The following text is for questions 8-10

To: All Employees
Date: April 4th, 2017

All requests for supplies must be typed and signed. Only typed requests will be accepted. All requests must be on my desk fifteenth every month. Approved requests will be sent on the Accounting Department. Please plan ahead. It takes two to six weeks to order supplies.

Sincerely,

Paul Walker
(https://www.itapuih.com)

This memo is addressed to?

a. New employees
b. Mr. Paul Walker
c. Head of personnel
d. All employees

What should they do with the request?

a. Write down on a paper
b. Typed and signed
c. Write and sign
d. Signed

What does the memo concern?

a. Overdue accounts
b. Office furniture
c. Supply request
d. Typewriters
The following text is for questions 1-2.

To: Raihan Ardilangga  
Date: March 27, 2014  
Raihan, I need your help to announce all the managers that we are going to take a meeting on Saturday, March 29. Also, you have to prepare the data of our finance report for this month. It must be clear before the meeting because the data is included in the meeting and should be presented in front of all the managers. I will be there on Friday to check your work.  
Sincerely,  
David Sitohang

1. What does the memo talk about?  
a. Checking the work of Raihan Ardilangga on Friday  
b. The data of finance report  
Xc. The meeting which will be carried out on March 29  
d. A presentation to the all managers

2. When does David come back?  
a. On March 29, 2014  
b. As soon as possible  
Xc. On Saturday morning  
d. A day before the meeting

The following text is for questions 3-6.

To: John Cena  
Senior Secretary  
From: Andy Wright  
Date: May 3rd, 2017  
Sub: Steve Wilder, American Interior Designer

Mr. Wilder will be visiting our office on Friday, May 5th, 2017. I would like you to prepare the concept of our new building’s interior for him. He will arrive in the morning before.

3. Who is Mr. Andy Wright?  
a. Designer  
b. Steve’s boss  
c. Junior secretary  
Xd. John’s boss

4. Where does Mr. Wilder come from?  
a. New York  
b. Canada  
c. Australia  
Xd. America
The following text is for questions 7-10.

Dear Viana,

Remember, we've had an appointment to go swimming after school. I'll be waiting for you at home. After having lunch and a nap, please be prepared to go. Don't forget to bring your swimsuit. We will go there by bicycle.

Rere
Name: Bobit Muhammad
No: 20
Class: V 06a 1

The following text is for questions 1-4!

To: Laras
From: Anton
Don’t forget to join us in the English Club meeting this afternoon. We are going to discuss our plan to celebrate our school anniversary. Dini, Nova, Sony and Oki will be there too. Please be punctual. See you there.

Anton
(https://azbahasainggris.com/contoh-memo-inggris)

1. This memo is addressed to?
   a. Anton       c. Nova
   x. Laras    d. Dini

2. What would they discuss?
   a. Join in the English Club
   b. Laras’s birthday
   x. Their plan to celebrate their school anniversary
   d. Their plan to celebrate their school birthday

3. When will they join in the English Club meeting?
   a. In the morning
   b. In the evening
   x. At night
   d. At afternoon

4. Anyone who will come to the meeting?
   a. Anton, Laras, Nia
   x. Nova, Sony, Dini
   c. Dini, Indah, Laras
   d. Satria, Anton, Sony

The following text is for questions 5-8!

To: John Cena
Senior Secretary
From: Andy Wright
Date: May 3rd, 2017
Subj: Steve Wilder, American Interior Designer

Mr. Wilder will be visiting our office on Friday, May 5th, 2017. I would like you to prepare the concept of our new building’s interior for him. He will arrive in the morning before.
What is Steve Wilder’s occupation?
- An interior designer
- A teacher
- Consultant
- Secretary

Who is Mr. Andy Wright?
- Junior secretary
- John's boss
- Designer
- Steve's boss

When will Mr. Wilder visit their office?
- At night
- In the afternoon
- May 5th, 2017
- May 3rd, 2017

Where does Mr. Wilder come from?
- Australia
- America
- New York
- Canada

The following text is for questions 9-10!

Dear Viana,

Remember, we've had an appointment to go swimming after school. I'll be waiting for you at home. After having lunch and a nap, please be prepared to go. Don't forget to bring your swimsuit. We will go there by bicycle.

Rore

Where will Rore be waiting for Viana?
- At the swimming pool
- At school
- At her home
- At Viana's home

What should they do before going swimming?
- Have lunch and bring a swimsuit
- Have a nap and ride a bicycle
- Have lunch and a nap
- Make an important prepare everything
### Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>6</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>10</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

### Cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>10</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>
APPENDIX G:
LETTERS
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : I'anatunnisa
NIM : 113-14-039
Faculty : Teacher Training and Education Faculty
Department : English Education Department

Declares that this graduating paper is written by the researcher and it does not copy from other researchers. Theories and citations are used codes of ethics of writing for graduating paper. I give permission to publish graduating paper on IAIN Salatiga’s e-repository.

Salatiga, October 6th 2018

The researcher,

[Signature]

I'anatunnisa
NIM. 113 14 039
CURRICULUM VITAE

Personal Details:

Name : I’anatunnisa
Address : Donorejo Rt.002 Rw.001, Donorejo, Limpung, Batang
Place/Date of Birth : Batang, May, 29th 1996
Gender : Female
Phone Number : 085741835083
Religion : Moslem

Educational Background:

1. 2002-2004 : TK Aisyiyah Bushtanul Athfal (ABA) Limpung
2. 2004-2010 : MII Donorejo
3. 2010-2012 : MTs Al-Islam Limpung
4. 2012-2014 : MAN Kalibeber Wonosobo
5. 2014-2018 : State Institute for Islamic Studies (IAIN) Salatiga
Surat Keterangan

Yang bertanda tangan dibawah ini, saya Angga Widyanto. Sebagai guru Bahasa Inggris SMKN 3 Salatiga menerangkan bahwa:

Nama : lanatumisa
Universitas : IAIN Salatiga
Jurusan : Tadris Bahasa Inggris (TBI)

Menjadi team teaching di SMKN 3 Salatiga sebagai kegiatan penelitian untuk menyelesaikan skripsi yang berjudul “THE IMPLEMENTATION OF USING RECIPROCAL TEACHING METHOD TO IMPROVE STUDENTS’ READING COMPREHENSION (IN THE TENTH-GRADE STUDENTS OF SMKN 3 SALATIGA)”.

Demikian surat keterangan ini dibuat agar digunakan sebagai dokumen resmi.

Salatiga, 4 April 2018

Mengetahui,

(Angga Widyanto)
SURAT KETERANGAN PENELITIAN

No. : 423.4/4008/2018

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Kejuruan Negeri 3 Salatiga, menerangkan bahwa:

Nama : l’anatunnisa
NIM : 113-14-039
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan


Demikian surat keterangan ini dibuat dan kepada yang berkepentingan untuk menjadi periksa.

Salatiga, 20 Agustus 2018
Kepala Sekolah,

[Signature]

Sudjan, S.Pd.
# LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa: I’anatunisa  
NIM: 113-14-039  
Dosen Pembimbing: Hammam, Ph.D.  
Judul Skripsi pada surat penunjukan pembimbing skripsi:

THE IMPLEMENTATION OF USING RECIPROCAL TEACHING METHOD TO IMPROVE STUDENTS READING COMPREHENSION

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08 April 2013</td>
<td>Proposal</td>
<td>Proposal Formal</td>
<td>0000/16</td>
</tr>
<tr>
<td>2</td>
<td>16 April 2013</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>3</td>
<td>25 April</td>
<td>Chapter I</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>4</td>
<td>2 Mei</td>
<td>RPP</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>5</td>
<td>21 Mei</td>
<td>Chapter I &amp; RPP</td>
<td>Revui RPP Formal</td>
<td>—</td>
</tr>
<tr>
<td>6</td>
<td>7 June</td>
<td>Chapter II</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>7</td>
<td>16 August</td>
<td>Chapter I &amp; II</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>8</td>
<td>23 August</td>
<td>Chapter I</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

Dosen Pembimbing, Hammam, Ph.D.  
NIP. 19730610 200203 10001

Catatan:  
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : I' anatunnisa
NIM : 113-14-039
Dosen Pembimbing : Hammam, Ph.D.

Judul Skripsi pada surat penunjukan pembimbing skripsi:
THE IMPLEMENTATION OF USING RECIPROCAL TEACHING METHOD TO IMPROVE STUDENTS READING COMPREHENSION

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>28/8/18</td>
<td>chapter 1 - 4</td>
<td>Baca, Calculation</td>
<td>[signature]</td>
</tr>
<tr>
<td>10</td>
<td>30/8/18</td>
<td>chapter 1 - 5</td>
<td>Emak, a.a.e.</td>
<td>[signature]</td>
</tr>
</tbody>
</table>

Catatan: Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
<table>
<thead>
<tr>
<th>No.</th>
<th>Nama Kegiatan</th>
<th>Pelaksanaan</th>
<th>Sebagai</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Achievement Motivation Training (AMT)</td>
<td>23 Agustus 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Library User Education</td>
<td>28 Agustus 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Training Pembuatan Makalah oleh Lembaga Dakwah</td>
<td>17 September 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Talk Show oleh Al Khidmah</td>
<td>19 September 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Talk Show Beauty and Islamic Fashion oleh Ma’had Putri STAIN Salatiga</td>
<td>08 November 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Training Personality Plus oleh KARIMA Learning and Training Center</td>
<td>23 November 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>Seminar Nasional Perlindungan Hukum Terhadap Usaha Mikro Menghadapi Pasar Bebas ASEAN</td>
<td>17 Desember 2014</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>12.</td>
<td>Seminar Nasional oleh Akhwal Al-Syakhshiyah (AS)</td>
<td>06 Mei 2015</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>13.</td>
<td>Sertifikat Program Ma’had Selama Satu tahun Putri Al-Jami’ah IAIN Salatiga selama satu tahun</td>
<td>01 Juli 2015</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>No.</td>
<td>Event Description</td>
<td>Date</td>
<td>Participants</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Seminar Nasional LDK Fathir Al Rasyid</td>
<td>29 November 2015</td>
<td>Peserta 8</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Charity Seminar</td>
<td>08 December 2015</td>
<td>Peserta 2</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Seminar Nasional oleh IVOIN LC Semarang</td>
<td>03 December 2016</td>
<td>Peserta 8</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>International Seminar by GREAT</td>
<td>04 April 2017</td>
<td>Peserta 8</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Certificate in Art and Language Exhibition (ALE)</td>
<td>26 April 2017</td>
<td>Peserta 2</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Seminar Nasional Hari Bumi oleh Mapala Matapasa</td>
<td>29 April 2017</td>
<td>Peserta 8</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Seminar Bedah Buku Kepungan Yahudi di Cikeas</td>
<td>06 Agustus 2017</td>
<td>Peserta 2</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Certificate TOEFL</td>
<td>28 Oktober 2017</td>
<td>Peserta 2</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Sertifikat Online Film Era Millental oleh BARKOZA</td>
<td>20 November 2017</td>
<td>Peserta 2</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Pelatihan Kepemilikan oleh forBEST</td>
<td>20-23 November 2017</td>
<td>Peserta 2</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Certificate Great Hole LDE’s Program</td>
<td>26 November 2017</td>
<td>Peserta 2</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Event Description</td>
<td>Date</td>
<td>Participants</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------</td>
<td>---------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Certificate Youth Forum Online Discussion (YFOD) by KAMMI chapter West Java</td>
<td>23-30 November 2017</td>
<td>Peserta 2</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Seminar Online Network Preneur Initiative Centre Chapter Sumatera</td>
<td>22 Desember 2017</td>
<td>Peserta 2</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Talkshow Online Tips dan Trik Menjalin Kolaborasi Dengan Profesor Luar Negeri</td>
<td>03 Maret 2018</td>
<td>Peserta 2</td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>Pelatihan TOEFL Selama Satu Bulan</td>
<td>12 April 2018</td>
<td>Peserta 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td></td>
<td>Total 134</td>
<td></td>
</tr>
</tbody>
</table>

Salatiga, 04 September 2018

Mengetahui,

Wakil Dekan Bidang Administrasi
Unum, Perencanaan dan Keuangan

[Signature]

Dr. Fathurrohim, S.Ag., M.Pd.
NIP. 19710209 200003 1 001