

## **APPENDIX A**

### **LESSON PLAN**

**School : SMA NEGERI 1 SIABU MADINA**

**Subject : English**

**Class/semester : XI IPA**

**Skill : Reading**

**Time allocated : 2 x 45 minutes**

**Meeting : 1<sup>st</sup>**

#### **A. Standard Competence**

To understand the meaning of short functional text and simple essay in form of report, narrative, and analytical exposition in daily life context and to access knowledge.

#### **B. Basic Competence**

To respond the meaning and the step of rhetoric in the essay that uses various written text accurately, fluently and appropriately in daily life context and to access knowledge.

#### **C. Indicators**

1. Identifying the characteristics of the text
2. Identifying the meaning of the words in the text
3. Identifying the event in the text
4. Identifying the information in the text

#### **D. Teaching Objectives**

1. Students are able to comprehend the text.
2. Students are able to predict, question, clarify, and summarize the text

**E. Material** : Narrative texts

Narrative has function to amuse, entertain and deals with actual or various experience in different ways, narrative deal with problematic event which lead to a crisis or turning points of kind, which in turn finds a resolution .

- The Generic Structure:

- Orientation: Sets the scene, where and when the story happened, introduce the participants of the story, who and what is involved in the story.
- Complication: Tells the beginning of the problem which lead to the crisis of the main participants.
- Resolution: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending .
- Coda or re-orientation: This is a closing remark to the story and it is optional. It consist of a moral lesson, advice or teaching from the writer.

- Language features

- They are sequenced in time and this is often signaled by the conjunctions or connectives that are used
- They usually use the past tense
- They use many "action" verbs that describe what people do

- They often contain dialogue and they also contain "saying" verbs that explain how people speak.

**Example of narrative :**

**The smartest parrot**

Oneday, after he had been trying so many times to make the bird say Catano, the man really got every angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner “you are as stupid as the chickens. Just stay with them” said the man angrily. Then he continued to humbly; “You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very suprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. at the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

**Orentation** : it clearly states that the participants is the smartest parrot who live in once time.

**Complication:** from the story we see that the major complication is set by disappointed man, because the man not aware that he said was big mistake.

**Resolution** : the story of smartest parrot is closed with the scene of man angrily. It was a bad and sad ending for a man but it was the happy of parrot.

**Re-orientation:** There are two main purposes of writing a narrative text

1. Entertaining the readers with an interesting story
2. Teaching a certain moral lesson to the readers.

What we can catch for above narrative text in the story of the smartest parrots entertained with the fable story, animals do like we do. The second thing we get the point is that “fool” is not always true “smart” and steady is disappointed in the end.

**F. Source** : - text from internet  
- marker, whiteboard

**G. Teaching Method** : Reciprocal Teaching Strategy

## H. Teaching and Learning Activities

### a. First Meeting

Activities	
Teacher	Students
➤ <b>Planning</b>	
<b>Opening</b> <ol style="list-style-type: none"> <li>1. Teacher greet students</li> <li>2. Teacher interview about learning English and are given the motivation</li> <li>3. Teacher shows the picture and ask them to guess the picture remind about the generic sturcture and social function of narrative text</li> <li>4. Teacher show the picture and guess the topic</li> </ol>	<b>Opening</b> <ol style="list-style-type: none"> <li>1. Students respond the teacher</li> <li>2. Students respond the teahcher interviewer</li> <li>3. Students responded</li> </ol>
➤ <b>Action</b>	
<b>Main activities</b> <ol style="list-style-type: none"> <li>1. Teacher ask to the students about narrative text.</li> <li>2. Teacher sit in groups report and explanation the strategy</li> <li>3. Teacher identify the generic structure and social function</li> <li>4. Teacher ask some question to the students</li> <li>5. Teacher report students answer</li> <li>6. Teacher ask the students to answer the test</li> </ol>	<b>Main activities</b> <ol style="list-style-type: none"> <li>1. Students read the text silently</li> <li>2. Students sit with their groups and listen to the explanation about the strategy</li> <li>3. Students pay attention</li> <li>4. Students answer the question from the teacher</li> <li>5. Students in groups come in front of class and report their discussion groups</li> <li>6. Students answer the test</li> </ol>
➤ <b>Observation</b> : will held when the classroom action reseach ➤ <b>Reflection</b> : is feedback from the action that had been done	
<b>Closing</b> <ol style="list-style-type: none"> <li>1. Teacher ask the problems in understanding the narrative text</li> <li>2. Teacher make conclusion about the topic</li> </ol>	<b>Closing</b> <ol style="list-style-type: none"> <li>1. Students respond the teacher</li> <li>2. Students pay attention to the teacher</li> </ol>

## I. Evaluation

Answer exercise (multiple choices )

## LESSON PLAN

**Scholl : SMA NEGERI 1 SIABU MADINA**

**Subject : English**

**Class/semester : XI IPA**

**Skill : Reading**

**Time allocated : 2 x 45 minutes**

**Meeting : 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>**

### **A. Standard Competence**

To understand the meaning of short functional text and simple essay in form of report, narrative, and analytical exposition in daily life context and to access knowledge.

### **B. Basic Competence**

To respond the meaning and the step of rhetoric in the essay that uses various written text accurately, fluently and appropriately in daily life context and to access knowledge.

### **C. Indicators**

1. Identifying the characteristics of the text
2. Identifying the meaning of the words in the text
3. Identifying the event in the text
4. Identifying the information in the text



#### **D. Teaching Objectives**

1. Students are able to comprehend the text.
2. Students are able to predict, question, clarify, and summarize the text.

#### **E. Material : Narrative texts**

- The Generic Structure:
  - Orientation: Sets the scene, where and when the story happened, introduce the participants of the story, who and what is involved in the story.
  - Complication: Tells the beginning of the problem which lead to the crisis of the main participants.
  - Resolution: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending .
  - Coda or re-orientation: This is a closing remark to the story and it is optional it consist of a moral lesson, advice or teaching from the writer.
- Language features
  - They are sequenced in time and this is often signaled by the conjunctions or connectives that are used
  - They usually use the past tense
  - They use many "action" verbs that describe what people do
  - They often contain dialogue and they also contain "saying" verbs that explain how people speak

#### **The Legend of Kesodo Feast**

Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.

Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed there night and day hoping that the God would listen. The prayer was heard and Betoro Bromo promised them many children. However, they had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the youngest child, Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14<sup>th</sup> of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice. Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be offered to the Gods. And this has been done generation after generation until today.



### **The Effort of preview**

- **Orentation:** it clearly that state participants is story about the legend of kesodo feast.
- **complication:** from the story we see that the major complication is set by Anteng and Joko Seger because they did not have achild.
- **Resolution:** the story the legend of kesodo feast tell that the husband and wife who want getting a child. they are prayed to the god to have many children.
- **Re-orantation:** - entertaining the readers with an interisting story  
-teaching a moral lesson.

What we can cath for above narrative text in the story the legend ofkesodo feast entertained with the fable story, if we prayed to the god would be hear and give them a way.

**F. Source** : - text from internet  
- marker, whiteboard

**G. Teaching Method** : Reciprocal Teaching Strategy

## H. Teaching and Learning Activities

### b. Second Meeting

Activities	
Teacher	Students
<b>1. Planning</b>	
<b>Opening</b> <ol style="list-style-type: none"> <li>1. Teacher greet students</li> <li>2. Teacher check their absence</li> <li>3. Teacher remind about the generic structure and social function of narrative text</li> <li>4. Teacher show the picture and guess the topic</li> </ol>	<b>Opening</b> <ol style="list-style-type: none"> <li>1. Students respond the teacher</li> <li>2. Students respond the teacher</li> <li>3. Students respond the teacher</li> <li>4. Students pay attention to the picture</li> </ol>
➤ <b>Action</b>	
<b>Main activities</b> <ol style="list-style-type: none"> <li>1. Teacher ask students about narrative text and read text silently</li> <li>2. Teacher sit in groups discuss</li> <li>3. Teacher ask to underline the part of language features such as preposition of time, past tenses, temporal conjunction, verbal processes</li> <li>4. Teacher ask students in group to report their answer</li> <li>5. Teacher ask the students to answer individual test</li> </ol>	<b>Main activities</b> <ol style="list-style-type: none"> <li>1. Students read text in individually and silently</li> <li>2. Students sit with their groups</li> <li>3. Students listening and doing the teacher instruction</li> <li>4. Students in group report their answer</li> <li>5. Students answer the test</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Observation</b> : will held from classroom action reseach</li> <li>• <b>Reflection</b> : is feedback from the action that had been done</li> </ul>	
<b>Closing</b> <ol style="list-style-type: none"> <li>1. Teacher ask some difficulties of students</li> <li>2. Teacher make conclusion about narrative text</li> <li>3. Teacher close the meeting</li> </ol>	<b>Closing</b> <ol style="list-style-type: none"> <li>1. Students respond to the teacher</li> <li>2. Students pay attention to the teacher</li> <li>3. Students greet to the teacher</li> </ol>

### c. Third Meeting

Activities	
Teacher	Students
➤ <b>Planning</b>	
Opening <ol style="list-style-type: none"> <li>1. Teacher greet the students</li> <li>2. Teacher motivate students</li> <li>3. Teacher ask the students to review the explanation of narrative text</li> </ol>	Opening <ol style="list-style-type: none"> <li>1. Students respond the teacher</li> <li>2. Students listen the teacher</li> <li>3. Students respond the teacher to review about narrative</li> </ol>
➤ <b>Action</b>	
Main activities <ol style="list-style-type: none"> <li>1. Teacher ask students to guess the topic</li> <li>2. Teacher ask the students and give narrative text to the students.</li> <li>3. Teacher ask the students to sit in groups</li> <li>4. Teacher ask the students to identify the generic structure and social function and language features of narrative text</li> <li>5. Teacher ask some question and called "think time"</li> <li>6. Teacher ask the students in groups report their answer</li> <li>7. Teacher ask the students to answer the individual test</li> </ol>	Main activities <ol style="list-style-type: none"> <li>1. Students look the picture and guess the topic</li> <li>2. Students read the text</li> <li>3. Students sit in groups</li> <li>4. Students listen the teacher instruction</li> <li>5. Students discuss with their groups</li> <li>6. Students report their discussion in front of class and some of the other groups comment report</li> <li>7. Students answer the question</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Observation</b> : will held from classroom action reseach</li> <li>• <b>Reflection</b> : is feedback from the action that had been done</li> </ul>	
Closing <ol style="list-style-type: none"> <li>1. Teacher ask the students conclude the important thing learning narrative text</li> <li>2. Teacher close the meeting</li> </ol>	Closing <ol style="list-style-type: none"> <li>1. Students conclusion about the important learn narrative text</li> <li>2. Students greet the teacher</li> </ol>

#### d. fourth Meeting

Activities	
Teacher	Students
➤ <b>planning</b>	
Opening 1. Greeting the students 2. Check in the attendance list	Opening 1. Responding teachers greeting 2. Listening to the teacher
➤ <b>Action</b>	
Main activities 1. The teacher recalls the students memory the social function, generic sturcture and the grammatical feature of the text in the previous meeting. 2. The teacher asking each group discuss about text.	Main activities 1. The students reply the knowledge about narrative text, and asking the mean of the text 2. The students presenting their discussion in turn
<ul style="list-style-type: none"><li>• <b>Observation</b> : will held from classroom action reseach</li><li>• <b>Reflection</b> : is feedback from the action that had been done</li></ul>	
Closing 1. Asking the students' to the subject at home 2. Closing the lesson	Closing 1. Reviewing review the home work every students 2. Listening to the teacher

#### I. Evaluation

Answer exercise (multiple choices )

Medan, november 2013  
As the teacher

**Hasmar Husein Lubis**  
**NIM. 208321027**

## LESSON PLAN

**Scholl** : SMA NEGERI 1 SIABU MADINA  
**Subject** : English  
**Class/semester** : XI IPA  
**Skill** : Reading  
**Time allocated** : 2 x 45 minutes  
**Meeting** : 5<sup>th</sup>, 6<sup>th</sup>

### A. Standard Competence

To understand the meaning of short functional text and simple essay in form of report, narrative, and analytical exposition in daily life context and to access knowledge.

### B. Basic Competence

To respond the meaning and the step of rhetoric in the essay that uses various written text accurately, fluently and appropriately in daily life context and to access knowledge.

### C. Indicators

1. Identifying the characteristics of the text
2. Identifying the meaning of the words in the text
3. Identifying the event in the text
4. Identifying the information in the text



#### D. Teaching Objectives

1. Students are able to comprehend the text.
2. Students are able to predict, question, clarify, and summarize the text.

**E. Material** : Narrative texts

**F. Source** : - text from internet  
- marker, whiteboard

**G. Teaching Method** : Reciprocal Teaching Strategy

#### H. Teaching and Learning Activities

##### e. Fifth meeting

NO	Teacher	Students	Time
<b>• Planning</b>			
1	Opening <ul style="list-style-type: none"><li>• Greeting the students and asking their condition</li><li>• Checking the attendance list</li></ul>	Opening <ul style="list-style-type: none"><li>• Responding teachers greeting</li><li>• Listening to the teacher</li></ul>	15
<b>• Action</b>			
2	Main activities <ul style="list-style-type: none"><li>• The teacher reviews students achievement in the previous test</li><li>• The teacher gives the topic to be discussed and motivates</li><li>• The teacher divides</li></ul>	Main activities <ul style="list-style-type: none"><li>• Responding and focusses to the teacher</li><li>• Students to be active and participates in each activity done during lesson</li><li>• The students make</li></ul>	65

	<p>groups class ( the difrent arrangement from the first cycle)</p> <ul style="list-style-type: none"> <li>• The teacher given a narrative text consisting paragraphs without an ending, and controls the students' activities</li> <li>• The teacher asking every group by each dialogue leader</li> <li>• The teacher comments about presentation</li> </ul>	<p>group class into eight groups consisting of five students</p> <ul style="list-style-type: none"> <li>• The students sit in their group and focus to the materi narrative text</li> <li>• The students presenting their summary and prediction of the text</li> <li>• Students making the presentation</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Observation</b> : will held from classroom action reseach</li> <li>• <b>Reflection</b> : is feedback from the action that had been done</li> </ul>			
3	<p>Closing</p> <ul style="list-style-type: none"> <li>• The teacher asking the students a narrative text individually and bring it next meeting</li> <li>• Closing the lesson</li> </ul>	<p>Closing</p> <ul style="list-style-type: none"> <li>• Responding to the teachers</li> <li>• Listening to the teacher</li> </ul>	15

#### f. Sixth meeting

NO	Teacher	Students	Time
<ul style="list-style-type: none"> <li>• <b>Planning</b></li> </ul>			
1	<p>Opening</p> <ul style="list-style-type: none"> <li>• Greeting the students and asking their condition</li> <li>• Collecting the narrative text by the students</li> <li>• Checking the attendance list</li> </ul>	<p>Opening</p> <ul style="list-style-type: none"> <li>• Responding teachers greeting</li> <li>• Listening to the teacher</li> <li>• Listening to the teacher</li> </ul>	15
<ul style="list-style-type: none"> <li>• <b>Action</b></li> </ul>			
2	<p>Main activities</p> <ul style="list-style-type: none"> <li>• The teacher shares the text with the students</li> <li>• The teacher gives the topic to be discussed and motivates students</li> </ul>	<p>Main activities</p> <ul style="list-style-type: none"> <li>• The students showing to the teacher the materi each text</li> <li>• Students read the text and do predicting, clarifying, questioning, and summarizing individually</li> </ul>	65

	<ul style="list-style-type: none"> <li>• The teacher concludes all the material on learning process</li> <li>• The teacher giving a test consisting 30 items of multiple choice about the text</li> </ul>	<ul style="list-style-type: none"> <li>• The students comment on the teaching learning process</li> <li>• The students do the test</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Observation</b> : Will held from classroom action research</li> <li>• <b>Reflection</b> : Is feedback from the action that had been done</li> </ul>			
3	Closing <ul style="list-style-type: none"> <li>• The teacher asking the students difficulties in doing the test</li> <li>• Thanking to the students for their participation</li> <li>• Closing the lesson</li> </ul>	Closing <ul style="list-style-type: none"> <li>• Responding to the teachers</li> <li>• Listening to the teacher</li> <li>• Listening to the teacher</li> </ul>	15

## I. Evaluation

Answer Exercise (Multiple Choice)

Medan, november 2013  
As the teacher

**Hasmar Husein Lubis**  
**NIM. 208321027**

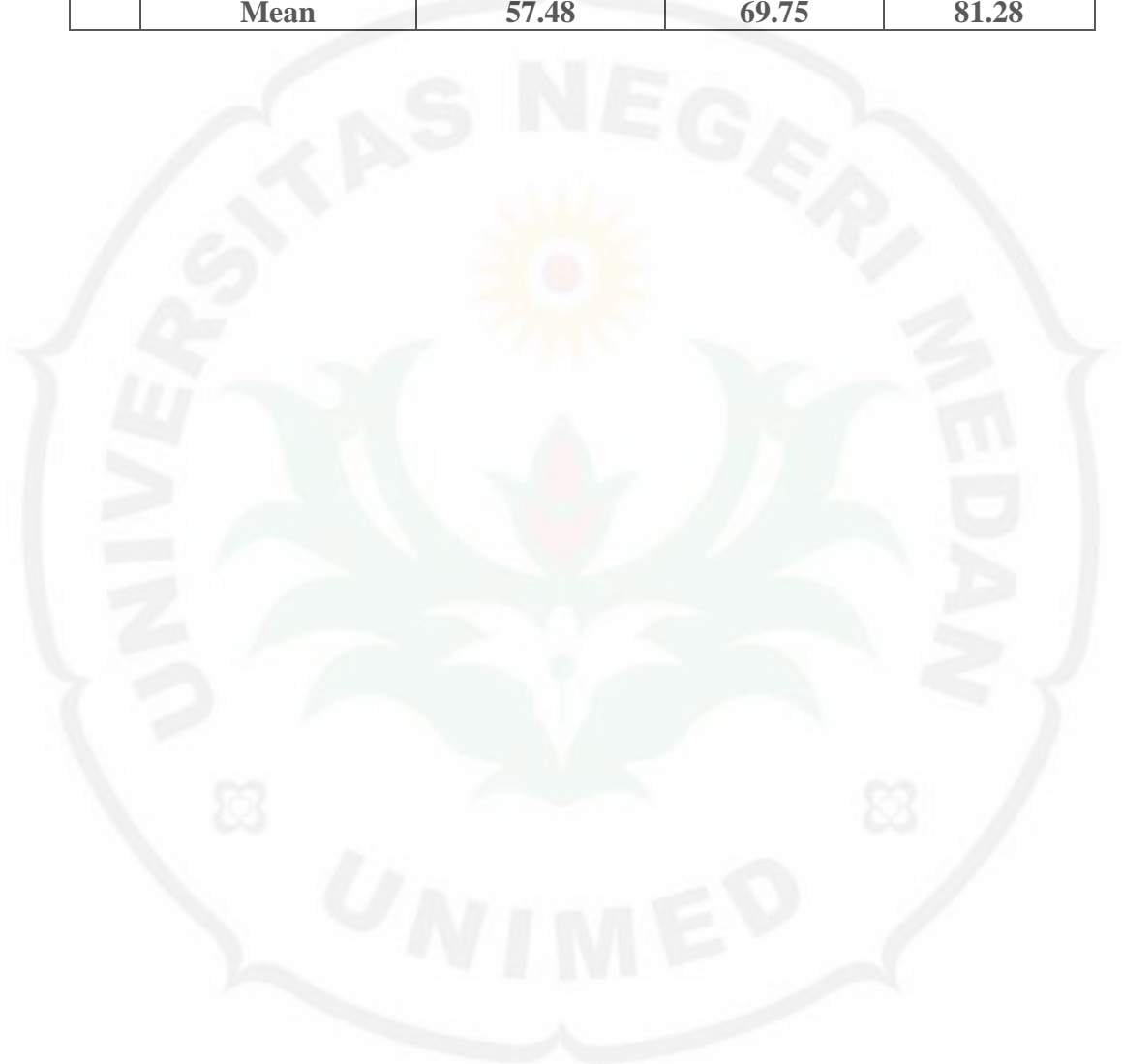
THE  
*Character Building*  
UNIVERSITY

## APPENDIX B

### Students' Reading Test Score

NO	Name	Orientation Test	Post Test Cycle I	Post Test Cycle II
1	Ahmad Ali	55	69	76
2	Abdul Gofur	60	74	84
3	Ahmad Nasution	46	63	72
4	Abdul Malik	63	74	80
5	Abu Tholib	80	89	94
6	Basyd Lubis	51	70	81
7	Dapot lubis	66	78	85
8	Dewi Gita	60	71	89
9	Dian Gusty	54	69	85
10	Darsiyah	60	74	85
11	Dony tanjung	56	70	82
12	Darty	56	66	78
13	Dewi Marni Nasution	50	76	89
14	Epitamala	52	63	73
15	Marni Sari	63	74	82
16	Faisal Karim	59	69	85
17	Fenny	45	66	81
18	Ginarty	60	70	79
19	Hastuty	69	73	86
20	Halimah	77	86	93
21	Istary	49	63	75
22	Kusdiyah	46	65	78
23	Lailan	44	66	77
24	Letti	41	53	75
25	Maria Sari	48	62	74
26	Nur Afni	55	65	77
27	Nelli Sari	58	69	83
28	Nur Mala Sari	60	74	86
29	Putri Sari	78	86	94
30	Rahim	60	69	81
31	Ranto Risky	66	75	85
32	Saripah	53	69	82
33	Soripada Tanjung	74	77	89
34	Siti Musdalifah	49	58	69
35	Sri Tati	59	66	73
36	Tri Gita	63	73	85
37	Tuti sari	42	58	77
38	Wardiyah	54	62	73

39	Wenni Halimah	60	67	78
40	Yasir	58	69	81
	<b>Total</b>	<b>2299</b>	<b>2790</b>	<b>3251</b>
	<b>Mean</b>	<b>57.48</b>	<b>69.75</b>	<b>81.28</b>



THE  
*Character Building*  
 UNIVERSITY



## APPENDIX C

### DIARY NOTES

#### *First Meeting (19<sup>th</sup> Nov 2013)*

In the first meeting, the writer introduced herself and the purposes of the research to the students. Then the writer called the students' name on the attendance list to know many students present at the day and to get closer to the students. Then the writer interviewed the students about their opinion about reading, reading comprehension, and about narrative text. It was found that almost all the students know what reading was but they did not know about reading comprehension and what narrative text clearly. After that the writer gave the first test to the students (orientation test) to get the students' achievement which became the base for the next meeting.

#### *Second Meeting (20<sup>th</sup> Nov 2013)*

The writer introduced a new strategy in learning narrative text, Reciprocal Teaching Strategy, and started the teaching learning process. The students began to be interested in learning because the writer gave them handouts of incomplete narrative text. The students were curious about the story in the text then the writer divided the students into eight groups consisting of five students. The writer chose one of the group members to be the group leader. After that, the writer asked the students to learn the narrative text by implementing the four strategies of Reciprocal Teaching Strategy. The students enjoyed their activity although some of them were noisy and disturbed the others.

### ***Third Meeting (21<sup>th</sup> Nov 2013)***

The writer recalled students' memory of the previous topic by asking question orally. The writer gave the different incomplete narrative text to the students to discuss in group using the four strategies of Reciprocal Teaching Strategy. The students were also asked to discuss about the social function, generic structure and grammatical feature of the text. Each group presented their discussion. In this phase the students became more enthusiastic and gave good response to the teacher explanation and instruction.

### ***Fourth Meeting (22<sup>th</sup> Nov 2013)***

The writer reviewed the students' comprehension about narrative text and its social function, generic structure, and grammatical feature. Then the writer gave a second test (post test cycle I) to the students. The students must do it individually and they were not allowed to cheat their friend's answer. Some students still found problem in answering the questions but the result was better from the first test done in first meeting.

### ***Fifth Meeting (23<sup>th</sup> Nov 2013)***

After making reflection from the first cycle, the writer conducted the second cycle to improve the students' comprehension in reading narrative text. In this meeting, the writer explained the students the four strategies of Reciprocal Teaching Strategy clearly. The students seemed understand more and they became more active and created a good relationship with their group members. All students participated in discussing the narrative text.

*Sixth Meeting (24<sup>th</sup> Nov 2013)*

This was last meeting of the second cycle and of all. The writer gave the students the second test ( post test cycle II). They did the test seriously and no students cheated in the test because they had understood well about the narrative text. The students score was higher than the previous test. The writer asked the students about their comment on Reciprocal Teaching Strategy. The writer thanked the students and said good bye.



## APPENDIX D

### INTERVIEW SHEET

#### First Session

The writer : do you like reading?

Student 1 : i enjoy it. I like novel.

Student 2 : I hate reading because it is boring.

Student 3 : yes, because it can add my knowledge.

The writer : do you like reading english text?

Student 1 : yes, because it is interesting.

Student 2 : no, it is very difficult for me if I find many unfamiliar words.

Student 3 : of course

The writer : Have you ever discussed your problems or difficulties in comprehending a text to your teacher, friends or to others?

Student 1 : I just asked my sister if I have some difficulties. She could help me because she also like english.

Student 2 : I never discussed it.

Sudent 3 : I asked my friend if I didn't understand the text.

The writer : Have you ever heard about Reciprocal Teaching Strategy?

Student 1 : I never heard about that strategy.

Student 2 : I never heard it.

Student 3 : It's really strange for me.

### **Second Session**

The writer : What is your comment after learning about narrative text?

Student 1 : I think it is easy and interesting to comprehend the text in group.

Student 2 : It is to do working in group makes me enjoy the lesson.

Student 3 : I like working in group. My partners help me understand the text and I can do it individually.

The writer : What do you think about Reciprocal Teaching Strategy?

Student 1 : It is a good strategy because we can understand text quickly by using the strategy.

Student 2 : It help me to understand the text and cooperate with my friends.

Student 3 : this is a interisting and easy strategy because we can do it in group and individually.



## APPENDIX E

## OBSERVATION SHEET

FOCUS	ACTIVITIES	CYCLE I		CYCLE II	
		YES	NO	YES	NO
<b>Writer as a teacher</b>	1. The writer prepares teaching material systematically.	✓		✓	
	2. The writer explains teaching objectives.	✓		✓	
	3. The writer motivates students to show their best in reading comprehension.	✓		✓	
	4. The writer explains the lesson about narrative clearly.	✓		✓	
	5. The writer explains about Reciprocal Teaching Strategy clearly.	✓		✓	
	6. The writer is serious in teaching material.	✓		✓	
	7. The writer gives time to the students to ask some question related to the topic.	✓		✓	
	8. The writer gives the time to the students to answer the question.	✓		✓	
	9. The writer pays attention to all groups in the class.	✓		✓	
	10. The writer gives feedback to the students.	✓		✓	
<b>Students</b>	1. The students pay attention to the writer explanation.	✓		✓	
	2. The students ask question to the writer if there is something unclear.	✓		✓	
	3. The students answer questions that are given by the teacher.	✓		✓	
	4. The students give good responds to to the topic given.	✓		✓	
	5. The students sit and work in their own group.	✓		✓	
	6. The students read their	✓		✓	

	<p>narrative texts actively and seriously.</p> <p>7. The students discuss about their reading comprehension of the narrative text.</p> <p>8. The students feels interested in teaching learning process.</p> <p>9. The students participate in group discussion learning process.</p>	✓		✓	
		✓		✓	
		✓		✓	
		✓		✓	
<b>Contexts</b>	<p>1. The classroom is comfortable (clean, calm).</p> <p>2. The classroom has teaching aids (chalk, blackboard, duster, etc).</p>	✓		✓	
		✓		✓	

## APPENDIX F

### ORIENTATION TEST

#### Test 1

Read this text to answer questions number 1-20

#### Queen of Arabia and Three Sheiks

Maura who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks.

The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat.

The first sheik, gave her some left over food. The second sheik, gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day, the queen invited the three sheiks to dinner at her place. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meal, refused to eat it if the other two sheiks could not share it with him.

The sheik Hakim's act finally convinced Queen Mura that he was the man for her. "without question, Hakim is the most generous of you." She announced her choice to the sheiks.

1. Who liked to be thought of as the most beautiful and powerful queen of Arabia?
  - a. Maura
  - b. The first sheik
  - c. The second sheik
  - d. The third sheik
2. What had of Maura?
  - a. Suitors
  - b. Kingdom
  - c. Bookstore
  - d. Restaurant
3. "Them" in line 2 the first paragraph refers to....
  - a. Three sheiks
  - b. Kingdom
  - c. Suitors
  - d. Beautiful and powerful
4. How many sheiks are there?
  - a. Two sheiks
  - b. Three sheiks
  - c. Four sheiks
  - d. No one
5. How did the three sheiks?
  - a. Old and ugly
  - b. Old and young
  - c. Young and handsome
  - d. Old and handsome
6. "them" in line 2 the second paragraph refers to.....
  - a. Three sheiks
  - b. Kingdom
  - c. Suitors
  - d. Beautiful and powerful

7. When did Maura disguised herself and went to the camp?

- a. One morning
- b. One day
- c. One evening
- d. One night

8. Who disguised herself and went to the camp?

- a. Maura
- b. Hakim
- c. Servant
- d. No one

9. When Maura asked them for something to eat?

- a. Break fast
- b. Lunch
- c. Dinner
- d. Whenever

10. Who give Maura some left over food?

- a. The first sheik
- b. The second sheik
- c. Servant
- d. No one

11. Who give Maura some unappetizing camel's tail?

- a. The first sheik
- b. The second sheik
- c. No one
- d. Servant

12. Who did offer Maura some of the most tender and tasty meat?

- a. The third sheik
- b. The second sheik
- c. The first sheik
- d. Servant

13. Who was call for the third sheik?

- a. Maura



- b. Jonathan
- c. Hakim
- d. Jessica

14. Who left the sheik's camp?

- a. Queen
- b. The first sheik
- c. The second sheik
- d. Three sheiks

15. Who invited the queen to dinner?

- a. The first sheik
- b. The third sheik
- c. The tree sheiks
- d. The third sheik

16. Where did queen and three sheiks dinner?

- a. At her kingdom
- b. At her place
- c. At her castle
- d. At restaurant

17. Who order her servant to give each one exactly what they had given her the evening before?

- a. Queen
- b. The first sheik
- c. Servant
- d. The second sheik

18. Who receive a plate a delicious meal?

- a. Hakim
- b. Rosalina
- c. Jessica
- d. Maura

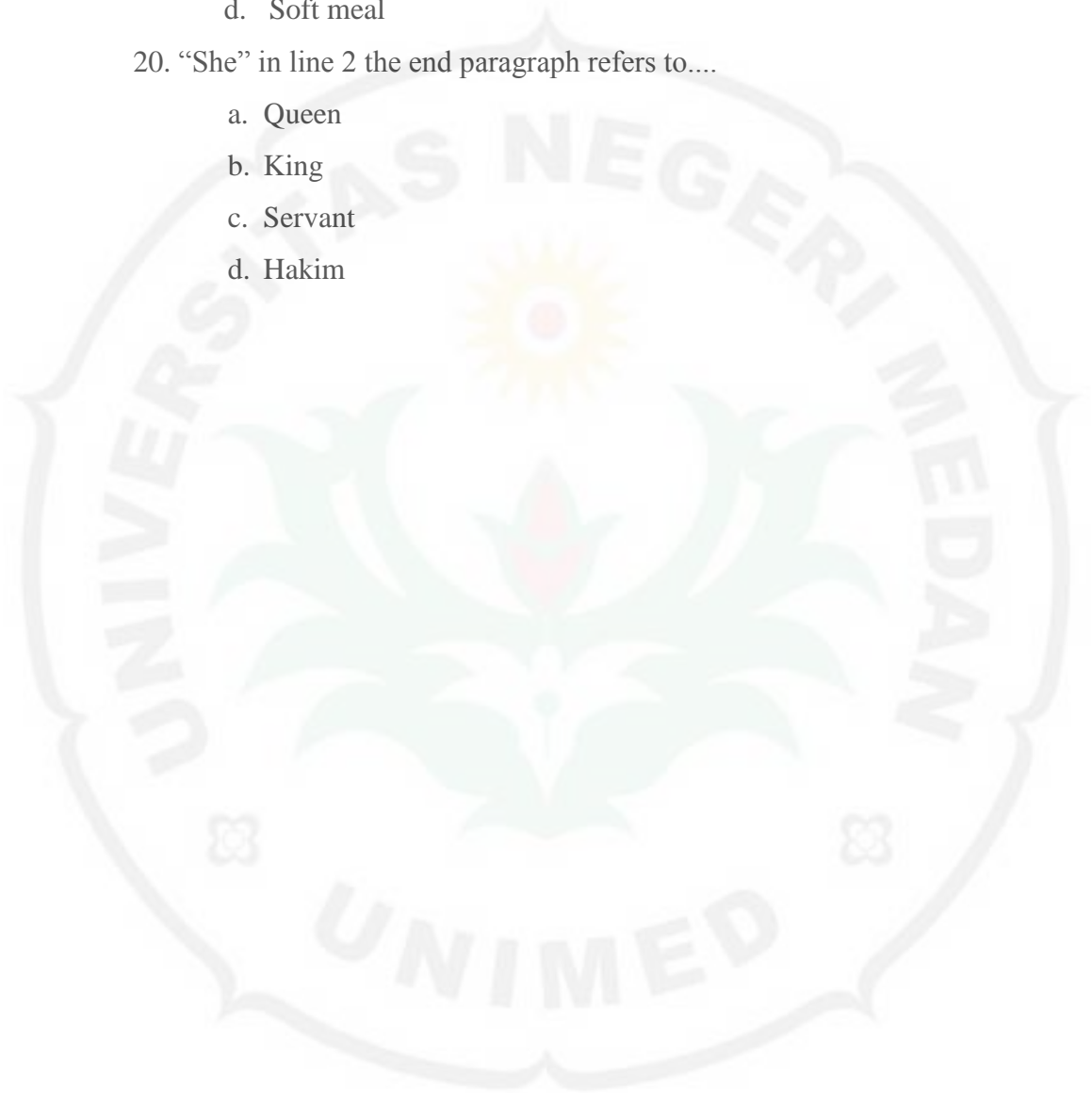
19. "It" in line 3 the fifth paragraph refers to....

- a. Delicious meal
- b. Hard meal

- c. Tasty meal
- d. Soft meal

20. "She" in line 2 the end paragraph refers to....

- a. Queen
- b. King
- c. Servant
- d. Hakim



THE  
*Character Building*  
UNIVERSITY

## TEST 2

Read this text to answer question number 21-30

### TRAVELLING

Mr. And Mrs. Charly were on a tour to Europe. They were travelling on guided tour to five countries. They were going to travel through Netherland, Belgium, Germany, Switzerland and France for two weeks.

The guide for the tour was a Swiss. On the day 1<sup>st</sup> of the travel the guide told them to check their passports, their traveller, checks and their foreign cash. He told them to keep them safely.

They travelled in a comfortable coach with a toilet, music and video. The guide stopped the coach at many famous places. He explained the cultural importance of the place. They stayed in big hotels for the night and ate in the restaurants.

One the way, they stopped at small inns to eat lunch. In big towns, they went for shopping. They bought many souvenirs for their friends. They enjoyed the two weeks tour.

21. The text is about...

- a. Travelling
- b. Shopping
- c. Racking
- d. Visiting

22. where were Mr. and Mrs. Charly touring?

- a. Africa
- b. Europe
- c. America
- d. Australia

23. The guide told them to check their immigration....., such as passport, visa and exit permit

- a. Id card
- b. Letters
- c. Records
- d. Documents

24. What is paragraph three about?

- a. Shopping in big towns
- b. Learning in famous places
- c. Visiting interesting places
- d. Eating in big restaurants

25. when their check that passport ?

- a. Id card
- b. Letters
- c. On the day 1<sup>st</sup>
- d. Visiting

26. what is paragraph two their feel ?

- a. happy
- b. not enjoyed
- c. exhausted
- d. tired

27. "They enjoyed the two week tour".

The underlined words has the same meaning as.....

- a. Got bored with
- b. Got pleasure from
- c. Became addicted to
- d. Planed well became amazed at

28. where they stayed at night ?

- a. Europe
- b. America
- c. Australia
- d. An big hotel

29. for what their bought many souvenir ?

- a. To give their neighboar
- b. To their family
- c. To their friends
- d. To their parents

30. how long their travelled tour?

- a. A weeks
- b. Three weeks
- c. Two weeks
- d. Fourth weeks

## APPENDIX G

### Narrative Texts Given to the Students during the Reseach

#### CYCLE I

##### Text I :

##### Ali Baba

Once upon a time there were 40 cruel thieves who put their stolen money and treasures in a cave. They went in the cave by saying "Open Sesame" to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money and golden treasures. He took some of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.

Ali Baba turned into the richest man in his village. His evil brother was really jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the cave again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but unluckily they killed him and went to Ali Baba's house.

After finding Ali Baba's house, they made a plan to kill him the following night. Some of the thieves hid in big jars, and the boss pretended that he was a



merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together.

After lunch they took a rest. Luckily, the house maid went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it into the jars to kill all of them. The boss of the thieves was caught, and put into prison.

Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after.

## **Text II :**

### **Golden Eggs**

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation. Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said “ I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.” A week later to almost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift. Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regretted for his foolishness, it’s already too late.

### Text III :

#### Pinocchio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. *Pinocchio* was alive. He really was happy. He taught Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out. In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its

stomach by made a fire.They went home back together. In the end, they lived happy forever after.

**Text IV:**

**The Cap Seller and The Monkeys**

Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head. The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there. When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him. He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkeys also imitated him. At last he found a clever idea. " Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

## CYCLE II

### Text I:

#### A Lane Going Up The Hill

It had been a heavy rainstorm in Kampung Sepang. Jabri and Halil had just finished their dinner together at Jabri's house. They were sitting in the living room for coffee and conversation, hoping, the rain would stop soon.

It was half past eleven at night and the downpour was showing no signs for stopping. "It looks like you'll have to spent the night here, Halil." Said Jabri. "No way," Halil said, "I've to be at work early tomorrow morning."

A few moment later Halil got into the car, started the engine, and said good night to Jibri. Something told him that he shouldn't have turned off the lane going up the hill, but it was the shortest way home. He knew that lane. It run across an old Chinese cemetery. There were no lights, no cars, no people, just Halil and his old car. All of a sudden, a white shape appeared in the middle of the lane. Halil shone his beam of light in that direction. The white shape turned to Halil. He saw a pair of crimson eyes staring at him. It was a long-haired woman in a long white dress. She grinned at Halil. At once, Halil felt his blood frozen. His heartbeat stopped. His mouth opened but he was speechless. His eyes opened widely in terror. Suddenly consciousness came into his mind. He quickly reserved his car and sped away just in time. "I think I'll take up your offer to spend the night here after all," Halil told Jabri with his legs trembling.

**Text II:**

**The Story of Smart Monkey and Dull Crocodile**

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top. Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey.

So he will be healthy again." At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank." The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."



**Text III:**

**The story Rabbit and Bear**

Once upon a time, there lived a bear and a rabbit. The rabbit was a good shot. On the contrary, the bear was always clumsy and could not use the arrow to shoot.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. Because he was afraid to arouse the bear's anger, he did not refuse the challenge. He went with the bear and shot buffaloes. He shot and killed so many that there were lots of meats left after.

However the bear did not make the rabbit get any of the meat. Even he could not taste it. The poor rabbit went home hungrily after a day of hard work.

Fortunately, the youngest child of the bear was very kind to the rabbit. His mother bear always gave him an extra large piece of meat but he did not eat it all. He took some outside with him and pretended to play ball with the meat. He kicked the ball of meat toward the rabbit's house. The meat flew into the rabbit's house. In this way, the hungry rabbit got his meal.

**Text IV:**

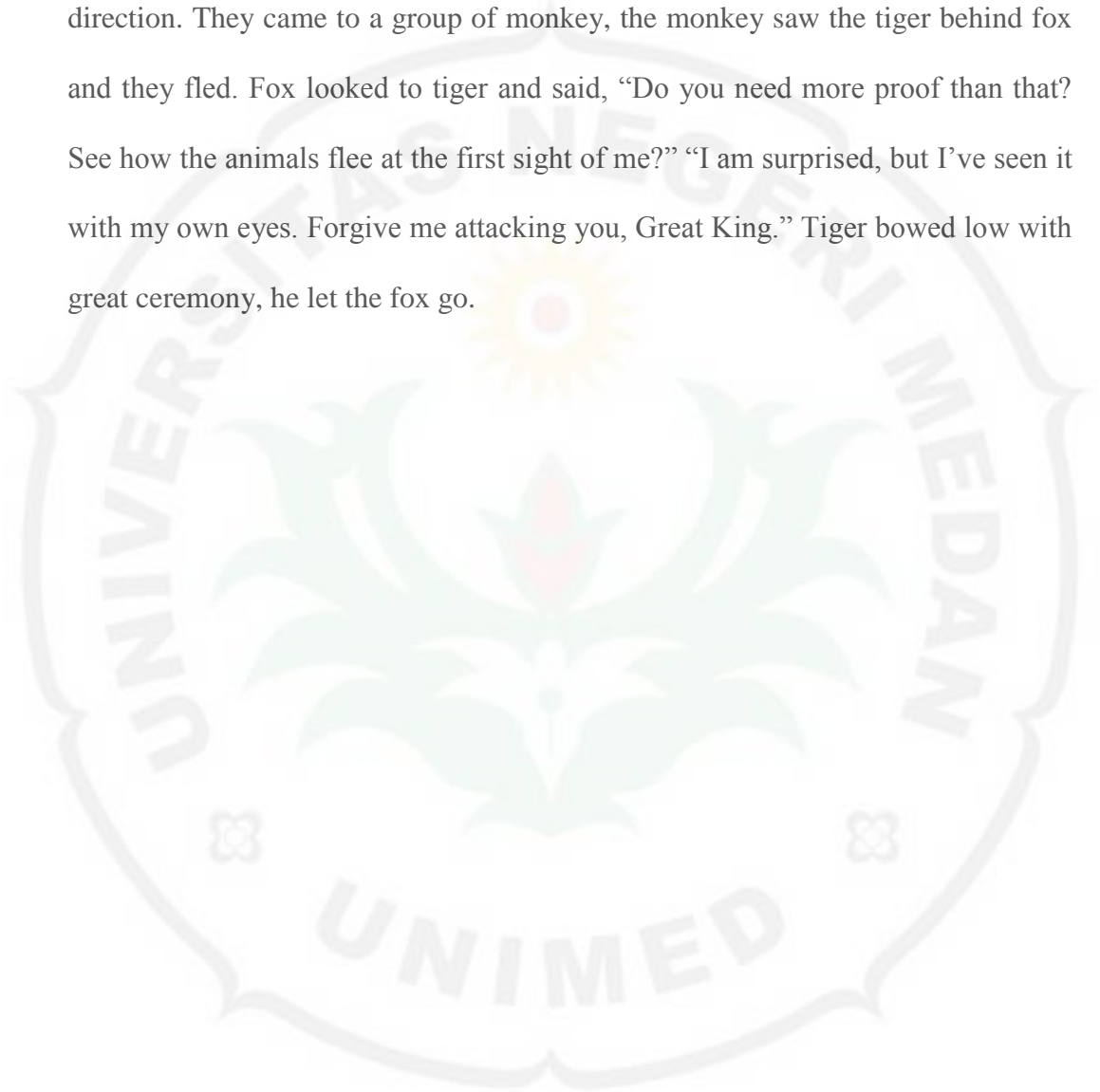
**King of The Jungle**

One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?" Tiger looked at him in amazement. "Nonsense! You are not King!"

"Certainly I am," replied the Fox. "All the animals run from me in terror! If you want proof, come with me." Fox went into the forest with tiger in heels. When



they came to a herd of deer, the deer saw Tiger behind the Fox and ran in all direction. They came to a group of monkey, the monkey saw the tiger behind fox and they fled. Fox looked to tiger and said, “Do you need more proof than that? See how the animals flee at the first sight of me?” “I am surprised, but I’ve seen it with my own eyes. Forgive me attacking you, Great King.” Tiger bowed low with great ceremony, he let the fox go.



THE  
*Character Building*  
UNIVERSITY



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI MEDAN  
FAKULTAS BAHASA DAN SENI

Jln. Willem Iskandar Pasar V Medan Estate 20221 Telp. (061) 6623942  
E-mail : fbs.unimed@gmail.com

Nomor : 4553 /UN.33.2.1/PL/ 2013  
Lampiran :  
Hal : Permohonan izin Penelitian

Kepada Yth.  
Kepala SMA Negeri 1 Siabu Madina  
JL. Willem Iskandar Kabupaten Mandailing Natal

Diberitahukan dengan hormat bahwa seorang mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian di SMA Negeri 1 Siabu Madina untuk memperoleh data menyusun Tugas Akhir, dengan judul:

**Improving Students' Achievement in Reading Comprehension  
Through Reciprocal Teaching Strategy.**

Mahasiswa dimaksud adalah :

Nama : Hasmar Husein Lubis

NIM : 208321027

Jurusan/ Program Studi : Bahasa dan Sastra Inggris/Pendidikan Bahasa Inggris

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

Medan, 19 November 2013

Dekan  
Pembantu Dekan I,

  
Drs. Zulkifli, M.Sn.  
NIP. 19650113 199303 1003

Tembusan:

1. Ketua Jurusan / Sekretaris Jurusan
2. Ketua Prodi
3. Dosen Pembimbing Skripsi



PEMERINTAH KABUPATEN MANDAILING NATAL  
DINAS PENDIDIKAN

**SMA NEGERI 1 SIABU**

Jl. Aek Milas No. 1 Siabu, Kecamatan Siabu, Kab. Mandailing Natal, 22976

**SURAT KETERANGAN MELAKUKAN PENELITIAN**

Nomor : 421.3 / 654 / SMA / 2013

Yang bertanda tangan di bawah ini :

Nama : **Drs. H. ALIRUDDIN**  
NIP : 19570424 198803 1 001  
PANGKAT/ GOL : Pembina / IVa  
JABATAN : Kepala SMA Negeri 1 Siabu

Dengan ini menerangkan bahwa :

Nama : Hasmar Husein Lubis  
NIM : 208321027  
Jurusan : Bahasa dan Sastra Inggris  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Panyabungan Kec. Panyabungan Kab. Mandailing Natal

Benar telah melaksanakan penelitian di SMA Negeri 1 Siabu dengan nomor surat : 4553/  
UN.33.2.1/PL / 2013, dengan judul Skripsi:

**“ Improving Students’ Achievement in Reading Comprehension Through Reciprocal  
Teaching Strategy di Kelas XI IPA SMA Negeri 1 Siabu ”**

Demikian surat keterangan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan  
sebagaimana mestinya.

Siabu, 30 Nopember 2013  
Kepala SMA Negeri 1 Siabu







**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI MEDAN**

Jl. Willem Iskandar Psr. V Medan Estate 20221 Telp. (061) 6623942

E-mail: fbs.unimed@gmail.com

**SURAT KETERANGAN**

**No. 03/UN.33.2.1/PP/2014**

Yang bertanda tangan di bawah ini penanggung jawab ruang baca FBS UNIMED menerangkan bahwa :

Nama : Hasmar Husein Lubis  
NIM : 208321027  
Jurusan : Bahasa Dan Sastra Inggris  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Jl. Letda Sujono Gang Riau No 06 Bandar Selamat

Telah menyelesaikan administrasi dan tidak ada lagi tersangkut dalam peminjaman buku di ruang baca FBS UNIMED.

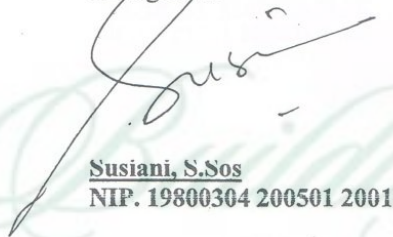
Demikian surat keterangan ini di perbuat untuk dapat dipergunakan seperlunya.

Medan, Januari 2014

Diketahui oleh,  
a.n. Dekan FBS UNIMED  
Pembantu Dekan I,

  
**Drs. Zulkifli, M.Sn**  
NIP. 19660113 199303 1 003

Penanggung Jawab  
Ruang Baca

  
**Susiani, S.Sos**  
NIP. 19800304 200501 2001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI MEDAN  
FAKULTAS BAHASA DAN SENI

Jln. Willem Iskandar, Psr. V – Kotak Pos No. 1589 Medan 20221 Telp. (061) 6623942,  
Fax (061) 6614002 – 6613319 e-mail: fpbs ikip @ indosat.net.id

SURAT KETERANGAN  
NO.489 /UN33.2.6/KM/2013

Ketua Jurusan Bahasa dan Sastra Inggris menerangkan bahwa:

Nama : Hasmar Husein Lubis  
NIM : 208321027  
Program Studi : Pendidikan Bahasa Inggris

Benar telah mengikuti ujian comprehensive pada tanggal 08 Juli 2013, dinyatakan **LULUS**,  
dengan nilai:

UJIAN TULIS	UJIAN LISAN	NILAI
80	80	80

Medan, 18 Juli 2013  
Ketua Jurusan

Prof. Dr. Hj. Sumarsih, M.Pd.  
NIP.19581021 198303 2 002



## BIOGRAPHY

The writer's name is Hasmar Husein Lubis, born on 03<sup>th</sup> November 1987 in Panyabungan III, North Sumatera. He is the last man of Asran Lubis and Mayannur. His sister is Idawarni Lubis and Yusriannur Lubis, and his brother is Ahmad Sapri Lubis.

He went to SD Negeri 142605 Panyabungan III Kab. Mandailing Natal (graduated in 1999), then entered SLTP Negeri 07 Panyabungan III Kab. Mandailing Natal (graduated in 2002) and SMK Willem Iskandar Kab. Mandailing Natal (graduated in 2005). She started undergraduate study at State University of Medan in 2008 at English Education Program. His ambition is want to be a Teacher.

