

**THE EFFECT OF RECIPROCAL TEACHING TECHNIQUE TOWARDS
STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT OF
THE FIRST GRADE STUDENTS' OF SMAN 3 TAPUNG HULU**

A THESIS

*Intended to Fullfill One of the Award of Sarjana Degree in English Language
Teaching and Education
Universitas Islam Riau*



BY

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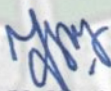
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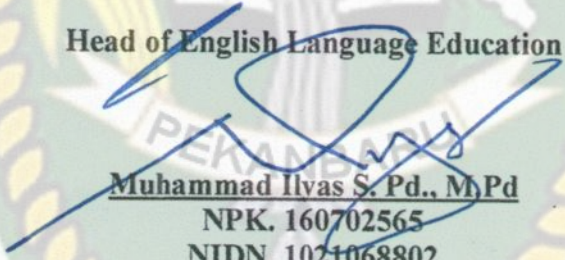
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OF THE FIRST GRADE STUDENTS' OF SMAN 3 TAPUNG HULU**

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THESIS

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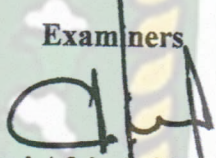
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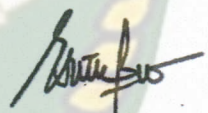
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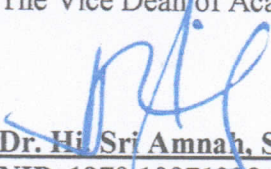
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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	Desember, 18 th 2018	Revised Title	Acc the title	
2	February, 6 th 2019	Revised Chapter I & II	more theory	
3	February, 26 th 2019	Revised Chapter III	Approved to join seminar	
4	September, 4 th 2019	Revised Chapter II & III	more explanation	
5	September, 26 th 2019	Revised Chapter II & III	Revised the indicator	
6	November, 24 th 2020	Revised Chapter IV & V	Add the abstract	
7	Desember, 8 th 2020	Revised Chapter IV & V	Convert to past tense	
8	Desember, 14 th 2020	Revised Chapter IV & V	Make sure the indicator, the data of pre-test and post-test	



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The advisor by notice that:

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**THE EFFECT OF RECIPROCAL TEACHING TECHNIQUE TOWARDS
STUDENTS READING COMPREHENSION IN NARRATIVE TEXT OF THE
FIRST GRADE STUDENTS' OF SMAN 3 TAPUNG HULU**

It has been to be examined. This letter is made to be used as it is needed.

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DECLARATION

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Clarify that this thesis is totally my own work. I am completely responsible for the data facts which contains in this thesis.

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ABSTRACT

INDAH SARI DEVI, 2020 : *“The Effect of Reciprocal Teaching Technique Towards Students’ Reading Comprehension in Narrative of The First Grade Students at SMAN 3 Tapung Hulu”*

Keywords: *Reciprocal Teaching Technique, Reading*

The researcher focused on reciprocal teaching technique towards students’ reading comprehension in narrative of the first grade students at SMAN 3 Tapung Hulu. The purpose of this research is to find out the effect students’ reading at SMAN 3 Tapung Hulu.

This research was an experiment research that involves to variables: independent and dependent variables. The independent variable was reciprocal teaching technique, and dependent variable was students’ reading comprehension. This research was conducted at SMAN 3 Tapung Hulu. The population of this research was 84 students. The sample of this research was 40 students. There were two classes, X MIA 1 as an experiment class and X IIS 2 as a control class. There was one instrument used, that was a test of reading comprehension. The data were analyzed using SPSS 24 version. The researcher discovered that the effect reciprocal teaching technique in narrative of students’ reading comprehension at SMAN 3 Tapung Hulu was significant.

The result of the t-test also showed that the effect of reciprocal teaching technique in reading comprehension was significant on students’ reading because the t-table was higher than t-calculate, ($2.021 < 5.189$). The mean score of the students also showed that there was significant after applying reciprocal teaching technique. It was proved by the students’ mean score. The post test mean score of the experimental class was 80,71. It was higher than the post test mean score of the control class was 67,11. Furthermore, there was a significant difference in the achievement between experimental class than the control class. The result of the test also showed that there was an increase between the pre test was 63,55 and the post test was 80,71.

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Pekanbaru, Desember 2020

The researcher

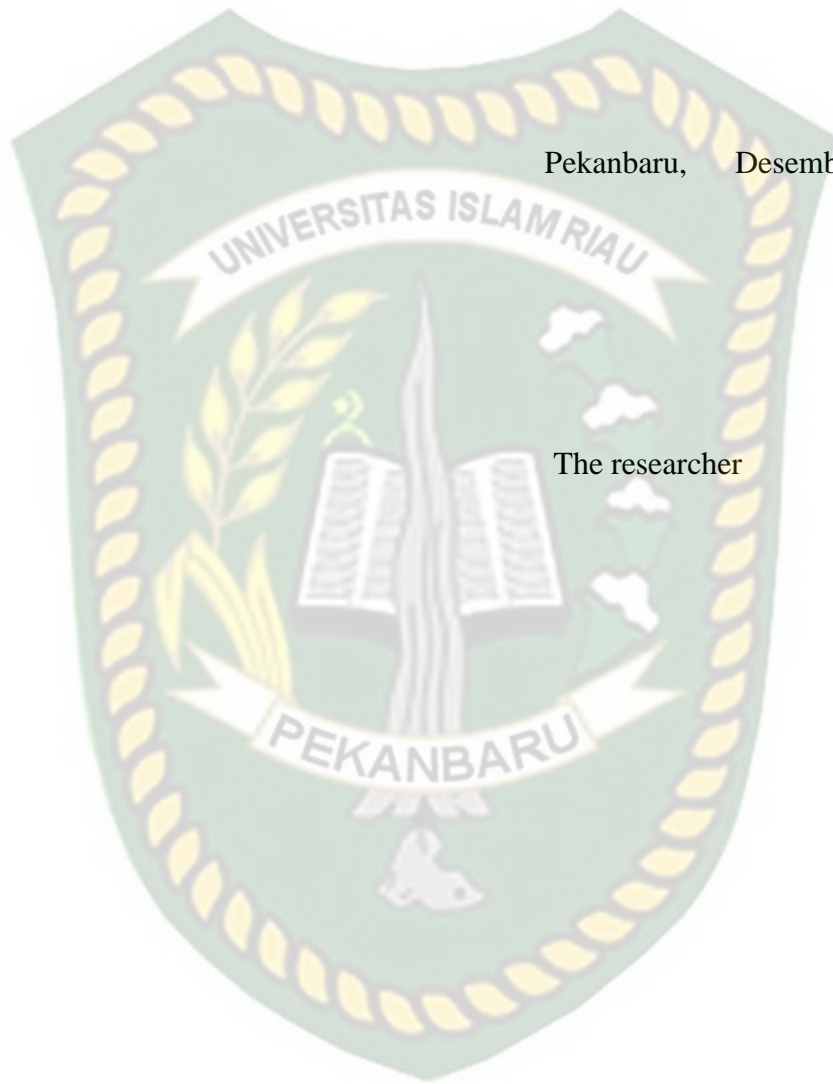


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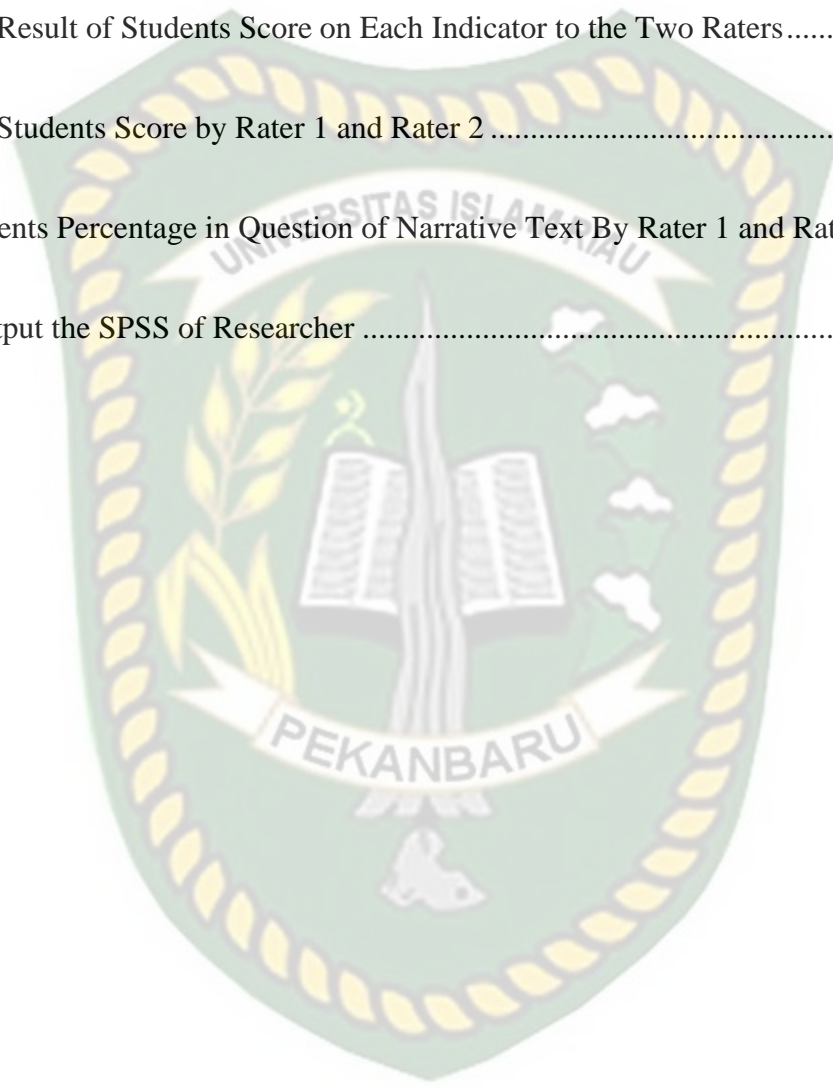
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Dokumen ini adalah Arsip Milik :

Perpustakaan Universitas Islam Riau

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

As senior high school students, these teenagers are facing changes during the period of their youth like physical, emotional, character and some other changes. According to Sri Rumini & Siti Sundari in Ariffin (2004: 53) teen age is a transition from childhood to adulthood having changes in all aspect to become adults. There are changes in many aspects including emotional aspect which influences teenagers' interest in their learning process. Teenagers love to critic all things that new for them or something they do not like such as to critic system at school; its rule, assignment, even, sometimes, food. They also often critic their teachers and the way the teachers teach them. Therefore, teacher demands to create techniques to hook teenagers' interest so they can always learn at school the way it is aimed by parties, teachers and students.

Study is a physical activity that someone does to change quality of characteristic, knowledge, skills, thoughts, comprehension, and anything related to the development to be better. For a deep understanding about this definition we can refer to M. Subry Sutikno in Febianti (2014), study is a new process of self-experience in interaction with one's surroundings. In this case, a change is something that people do consciously to get something better than before. Meanwhile, learning is interaction between pupil, educator and learning resources in the process. Pupils and educator exchange information about material discussed

so the acquisition of knowledge, skills, character shaping, and believes of the pupils. This is strengthened by Gagne (1997), a study is a set of external happenings planned to support some learning processes.

There are some strategies in learning and one of them is reciprocal which is known as a strategy in learning through activity that pupils change their role to be educators to give their other friends explanation about the material delivered by the teacher that day. This strategy indirectly educates pupils to be creative and more active as a facilitator and adviser in learning process. Reciprocal teaching is an instructional technique developed by Palincsar and Brown (1984) and described by them asc “a dialogue between teachers and students for the purpose of jointly constructing the meaning of text.

The writer in this research wants to relate the strategy with reading material where, by definition, reading is when someone looks into a symbol (letters, punctuation marks and spaces) of written text and convert them into words, sentences, paragraphs and start to absorb the meaning of the text. Another definition by Collins English Learners’s Dictionary mentions that reading is an act of looking at and understanding point. Besides all the definitions from the dictionary there are also definitions made by several people. According to William (1984), he defines reading as a process whereby one looks at and understands what has been written.

Nowadays, English such as a vibe that must be master for all people in this world because they can use English to communication with foreign or even for

each other. Moreover, it also used in many aspect of life such as education, business and government. In Indonesia, English is something very difficult for the most of them. In English foreign language, reading has been a part of skill which is must be mastered by people. Harmer (2001) states that reading text provide opportunities to study language: vocabulary, grammar, pronunciation, and the way we construct sentences, paragraphs, and texts.

In the school, students learn English as component things that must be learned. The purpose of learn English is to make students able to read and understand what the text mean since English is not our first language. In fact, many students face difficulties in comprehending the idea of reading passage. There are four skills that must be mastered listening, speaking, writing and reading. One of the main skills that students need to acquire is reading. Reading is also something crucial and indispensable for the students the success of their study depends on the greater part of their ability to read. If their reading is bad they are maybe fail in their study or at least the face difficulty in progress and whereas they will have a big change to success if they have a good reading.

In this research, the writer focuses on the narrative text. in the narrative text students must be able to understand information that contains in the text

1.2 Setting of the Problem

Based on the problem of the research can identified, most of students heading problem to learn English. the problems are following

Firstly, students are lack of vocabulary in comprehending that makes students can understand what the text is tell above. So, it make they have low motivation to read English material.

Secondly, students cannot comprehending the material that teacher teach. It happen cause students do not know the meaning of the text, do not understanding anything about English.

Third, students get bored to learn English. They cannot go deep in learning process because they do not get what they learn.

Fourth, students do not have strategy to improve their interest to learn English. Even most of them teacher cannot found interesting technique to teach them.

1.3 Limitation of the Problem

The researcher focused on the students' problem in comprehending the narrative text, based of the problem above, the researcher decide to apply the reciprocal teaching technique toward the first year students' English reading comprehension on narrative text of SMA NEGERI 1 Tapung Hulu. The researcher also limited about generic structure, complication, resolution.

1.4 Formulation of the Problem

Based on the problem above, the problems of this research can be formulated in the following question :

Is there any significant effect of reciprocal teaching technique in reading comprehension on narrative text of the first year students of SMA NEGERI 3 Tapung Hulu.

1.5 Objective of the Research

Based on the formulation above, the objectives of this research is :students first years in SMAN 3 Tapung Hulu.

1.6 Hypothesis of the Research

There are two hypothesis in this research, they are :

1. Null hypothesis

There is no significant effect of reciprocal teaching technique to improve english reading comprehension on narrative text of the first year students of SMA NEGERI 3 Tapung Hulu.

2. Alternative hypothesis

There is a significant of reciprocal teaching technique to improve english reading comprehension in narrative text of the first year students of SMA NEGERI 3 Tapung Hulu.

1.7 Needs of the Research

The research hopes that the findings of the research may be meaningful :

1. For researcher

I hope this research can be meaningful to learning how to do a research and how to improve the students' interest.

2. For Student and Teacher

This research are also expected to be valuable for students and teacher to do english learning process of first year students at SMAN 3 Tapung Hulu.

1.8 Definition of Key Terms

There are some terms applied in this research. Then, to avoid misunderstanding about the terms, the following are necessary :

1. Effect is bring out the result. In this research "effect" means how reciprocal technique can work on students'compehension.
2. Reciprocal is Reciprocal Teaching (Palinscar & Brown 1984) is a guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarise, question, clarify, predict and respond to what they are reading).
3. Reading comprehension is Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012).

CHAPTER II

THE THEORITICAL FRAMEWORK

2.1 Relevance Theories

The relevance theories in this chapter are about the effect of reciprocal teaching technique of reading comprehension on narrative, teaching learning english, indicators of reciprocal, the concept, the purpose, producere, step, the characteristic and the component of reciprocal.

2.1.1 Teaching and Learning English as a Foreign Language

English has been important hings that teaches in most of countries in the worls because english is a tool to communication in world nowadays. In some countries like Indonesia, Vietnam and China, English is regarded as a foreign language; therefore, it is common to see the context of English learning in these places as EFL (English as a Foreign Language) context. People do not use it as lingua franca or the means of communication in several formal situations such as educational activity, governmental activity and law. In the study of English learning, ESL and EFL are considered as similar in contexts, since, to some extent, they share similar situation. In Indonesia English has become one of compulsory subjects taught in Junior and Senior High Schools in Indonesia. English is considered as one important foreign language that should be acquired by Indonesians for many reasons, such as for education and economic development.

However, despite having learnt English for about 6 years, most of Indonesian students are still unsatisfactory in their English skills.

2.1.2 Method of Learning

Although every student knows how to read, many have never learned good reading skills” (Royse, 2001, p. 127). This lack of good reading skills is exacerbated by the central role of reading comprehension in higher education success. According to Hart and Speece (1998), “one of the greatest demands on students attending post-secondary institutions is the comprehension of many different and difficult texts” (p. 670).

One solution to this problem of poor reading comprehension skills is the explicit teaching of reading comprehension strategies to both undergraduate and graduate students (e.g., reciprocal teaching, SQ4R, induced imagery). Hodge, Palmer, and Scott (1992) determined that college-aged students who were ineffective readers often did not monitor the comprehension of their reading, and rarely instigated any strategies to adjust to deficiencies in reading comprehension. In addition, Meyer, Young, and Bartlett (1989) demonstrated that explicit instruction in reading comprehension strategies is an effective means for improving reading comprehension in adults. Unfortunately, explicit instruction in reading comprehension is rarely taught at the higher education level (see Pressley, Woloshyn, Lysynchuk, Martin, Wood, & Willoughby, 1990; Wilson, 1988).

According strategy that mention which mention above one of the strategies used is reciprocal strategy. It was introduced by Palinscar and Brown in 1984. It is

a strategy in which the teacher explains and teaches four reading strategies explicitly namely prediction, clarification, questioning and summarizing. Then the teacher and the students take turn (Pressley & McCormick in Westwood, 2001) and incorporate the four reading strategies collaboratively in dialogue (Palinscar and Brown, 1984; Rosenshine and Meister, 1993; Klingner, Vaughn, & Boardman, 2007) to internalize the text. This strategy also highlights explicit instruction which is needed to achieve reading comprehension (May, 2010; see also Palinscar and Brown, 1984; Rosenshine and Meister, 1993).

2.1.3 Reciprocal

Reciprocal is a kind of teaching technique that able to use. Reciprocal teaching refers to an activity in which students become the teacher in small group rading sessions. The teacher's role is help the students learn to guide group discussion using four strategies. They are predicting, questioning, clarifying and summarizing.

According to Fajarwati (2010:17), reciprocal is a teaching activity that students as a teacher and teaches his friends. In thhis case, teacher as a fasilitator and guide the learning process which us scaffolding. Scaffolding is guiding which is given the people more understang to the poeple who need to understand.

According to Salvin (2011:14), reciprocal is a small group teaching model based on the formulation principles by teaching and giving an example. Teacher

simulating the meta cognitive for improving the performance of students' reading skill who bad to understanding.

2.1.3.1 Concept of Reciprocal

Reciprocal teaching has been found as a successful teaching strategy in improving students' reading comprehension in order to help the students to comprehend texts and not only English as first language (see Palinscar and Brown, 1984; Ozckus, Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5) Challenges and Opportunities in Multi-dimensional English Language Teaching in Changing EFL Contexts 106 ISELT-5 2017 2003) but also English as second and foreign language (see AlMakhzoomi, 2012; Jaya; 2013). However, most of the research was conducted at the university level (Palinscar & Brown. 1984; Moore, 1988; Wisaijorn, 1994; Seymour & Osana, 2002; Oczkus. 2005; Meyer, 2010; May, 2010; AlMakhzoomi, 2012; Jaya; 2013). As far as the study concerns, there is still little attention paid to the effectiveness of reciprocal teaching strategy in improving reading comprehension at the secondary level (Nasution, 2009; Astuti, 2013).

Menurut Panmanee(2009) reciprocal is a technique that focuses on background knowledge, strategy of reading, group discussion. Reciprocal teaching is executed the dialogues between teacher and students (Mayer, 2010) designed by Palinscar & Brown (Palinscar & Brown, 1984) to promote students reading comprehension that supports students within the context of a collaborative community of learners, to be active leaders in small group reading discussions. It

involves teaching explicitly and guided- practice of four reading strategies (Rosenshine and Mester, 1993 before the teacher and the students take turn to read, to question (Rosenshine and Mester, 1993; Pressley & McCormick in Westwood, 2001) and to incorporate the four strategies collaboratively in a dialogue (Klingner, Vaughn, & Boardman, 2007) so that the text is internalized. In short, reciprocal teaching strategy refers to the practice of providing explicit teaching of cognitive strategies and applying them in reciprocal teaching dialogue

Reciprocal is an instructional strategy based on modelinng and guided practice that the instuctor has a role as models and explain the materi and ask students to do the same thing (Brown & Palincsar, 1984). Reciprocal teaching consist of three main components :

- a. The teaching and learning of specific reading comprehensiom strategies,
- b. The dialogue between a instructor and students where the instructor models why, when, and where to use these reading comprehension strategies,

The appropriating of the role of the instructor by the students, that is, students begin to model the reading comprehension strategies for other students. There are four strategies affirm in reciprocal four distinct reading comprehension strategies within reciprocal teaching: questioning, summarizing, clarifying, and predicting.

1. Predicting : involves combining the reader's prior knowledge, new knowledge from the text, and the text's author's intent in writing predicting

provides an overall rationale for reading to confirm or disconfirm self-generated hypotheses.

2. Questioning : involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes or ideas are used to generate questions that are then used self-tests for the reader. Questioning provides a context for exploring the text more deeply and assuring construction of meaning.
3. Clarifying : involves the identification and clarification of unclear, difficult, or unfamiliar aspect of a text. these aspect may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through re-reading, the use of context in which the text was written and/or read, and the use of external resources(e.g., dictionary or thesaurus).
4. Summarizing : is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. summarizing may be based on a single paragraph, a section of text, or an entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text.

There are some different stages of reciprocal teaching implemented by some researchers; however this study applies reciprocal teaching strategy adapted

from Palinscar and Brown (1984), Hartman (1994), Klingner, Vaughn & Boardman (2007) consisting of four stages.

Finally, reading is one of skills tested in national final examination in secondary schools, indicating that reading skill needs to be mastered by the students.

Based on the importance of reading for the students, teaching reading to the students is a necessity. In order for the students master the skill optimally, teaching reading strategies to the students is one way as also outlined by Hoein & Lundberg (2000), Grabe and Stoller (2002), and Pressley (2002) stating that when students learn to read they need to be taught how to use specific strategies to understand the text.

Reading is very significant in English as second or foreign language which has three aspect. First, reading in second language or foreign language settings is increasingly important as English continues to spread, not only as a global language but also as a language of science, technology and advanced research (Grabe and Stoler, 2002). Second, the implementation of Genre Based Approach in Curriculum 2013 in Indonesia which is text-based will enhance students to deal with many types of texts, providing an implication that reading is necessary. Finally, reading is one of skills tested in national final examination in secondary schools, indicating that reading skill needs to be mastered by the students.

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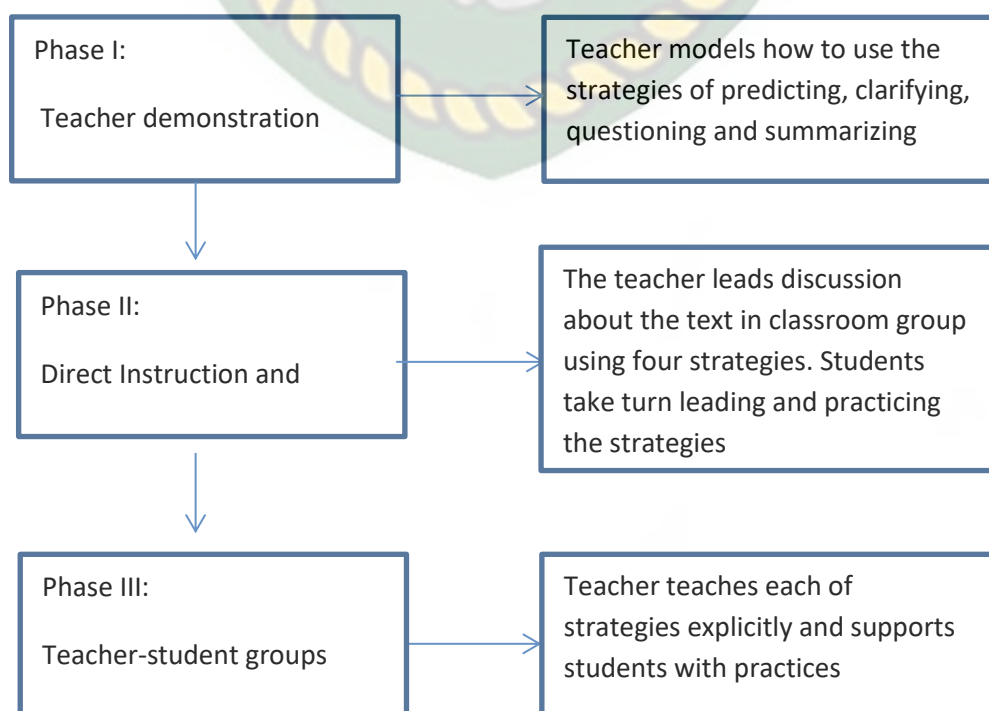
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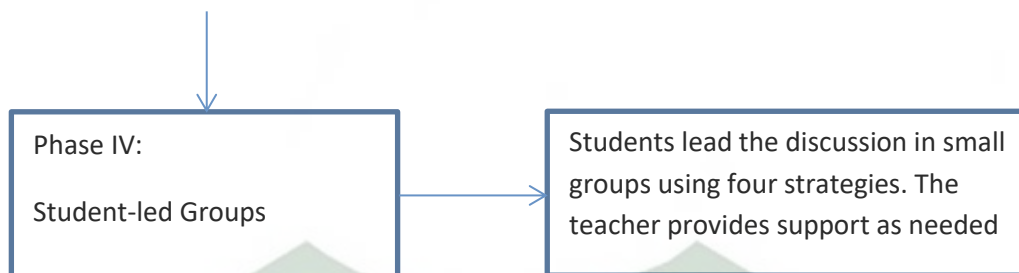
This shift from an instructor-centered approach to a student-centered approach is a central component of the reciprocal teaching process and encourages self-regulation on the part of the students.

2.1.3.2 Step of Reciprocal

There are some different stages of reciprocal teaching implemented by some researchers; however this study applies reciprocal teaching strategy adapted from Palinscar and Brown (1984), Hartman (1994), Klingner, Vaughn & Boardman (2007) consisting of four stages. They are teacher demonstration, direct-Instruction and guided practice, teacher-student groups, student-led Group for the step by step guide.

FIGURE 2.1 THE STAGES OF RECIPROCAL TEACHING STRATEGY





Adapted from Palinscar and Brown (1984), Hartman, (1994), Klingner, Vaughn & Boardman, (2007).

(a) the teaching and learning of specific reading comprehension strategies, (b) the dialogue between a instructor and students where the instructor Doolittle, Hicks, Triplett, Nichols, and Young Reciprocal Teaching 107 models why, when, and where to use these reading comprehension strategies, and (c) the appropriating of the role of the instructor by the students, that is, students begin to model the reading comprehension strategies for other students.

2.1.4 Reading

Reading is very significant in English as second or foreign language which has three aspect. First, reading in second language or foreign language settings is increasingly important as English continues to spread, not only as a global language but also as a language of science, technology and advanced research (Grabe and Stoler, 2002). Second, the implementation of Genre Based Approach in Curriculum 2013 in Indonesia which is text-based will enhance students to deal with many types of texts, providing an implication that reading is necessary.

students learn to read they need to be taught how to use specific strategies to understand the text.

2.1.4.1 Reading Comprehension

Comprehension is the essence of reading and the active process of constructing meaning from text (Durkin, 1993). Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation. Current models of reading comprehension highlight the importance of considering the role of different cognitive processes during text comprehension. For example, memory both in its short- and long-term components is broadly considered to have a fundamental role. Indeed, the reader has to store and manipulate information in working memory during the processing of the text, but at the same time in order to construct a coherent representation of the text usually he/she has to refer to his/her prior knowledge (van den Broek, 1994).

Reading comprehension is generally known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic (Mohammadi and Abidin, 2011). In general, there are four levels of reading comprehension. The first level is literal comprehension. It asks the students to find out the answers in the text itself because they are explicitly stated in the text. It is the simplest level comprehension and makes the least demands on reasoning (Harris and Sipay, 1980). The second level is inferential comprehension. It focuses on reaching conclusion or drawing inferences from what is read since the answers are not clearly stated in the text or implicitly. The third level is critical reading which involves evaluation, the making of a personal judgment on the accuracy, value and truthfulness of what is read. It concerns with how to analyze or gather the information of the text. The last level is creative reading. It is the highest level of reading comprehension which leads the students to think beyond the truth and look for alternate ways to solve problems. It uses divergent rather than convergent thinking skills.

2.1.4.2 Criteria of Reading

According to Brown (2001, p. 313- 316), there are some principles that have to be considered in teaching reading skills. First, teachers have to choose material that is relevant to the students' goals. Brown (2001) offers two kinds of text to be chosen; simple text and simplified text. Simple refers to authentic resources. In contrast, simplified refers to modification or adaptation that teachers can do to suit the students' reading ability level. However, the process of simplification can remove so much natural redundancy (Brown, 2001, p. 314) and

some Journal of English and Education 2014, 2(2), 81-90 83 linguistics feature. Nuttall (1996, in Brown, 2001) offers three criteria to choose reading text including suitability, exploitability, and readability. Suitability refers to interesting, enjoyable, challenging, and appropriate content as the goal. Exploitability is text facilitation to the achievement of language skills that can be integrated to the other skills for the instructional tasks. Readability is difficulty level of lexical and grammatical feature of the text. Second, teachers have to encourage the development of reading strategies. Third, teachers should include both bottom-up and top-down technique in teaching reading skills. Fourth, teachers subdivide the techniques into pre-reading, during-reading, and after reading phases. Lastly, teachers must be able to assess accurately the students' comprehension and development of skills.

2.1.4.3 Components of Reading

When a child takes their first steps on their learning to read journey, there are five core areas of literacy that they will need to develop in order to achieve reading success. According to the National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarized several decades of scientific research that clearly shows effective reading instruction addresses five critical areas:

- Phonemic awareness

Every word is made up of a combination of individual units of sound, called phonemes. For instance, the word cat is made up of three individual sounds; c/a/t.

Phonemic awareness is the ability to hear, identify and manipulate these individual units of sound. It is the most fundamental skill children need to acquire when learning to read. Word games, language play, rhymes and simply reading are all very effective ways to develop phonemic awareness.

- Phonics

Building directly from phonemic awareness, phonics is a method of instruction that introduces children to the link between letters and sounds, known as the alphabetic principle. One of the major difficulties children can have when learning to read is understanding the alphabetic principle. Failure to grasp that written spellings represent the sounds of spoken words makes it difficult to recognize printed words. There are countless phonics activities available either online or in books that can help children develop this critical skill, although these activities should always be complemented with regular reading.

- Vocabulary

Every child approaches reading with different levels of ability. The larger a child's speaking and listening vocabulary, the more words they will be able to easily map to their reading and writing vocabularies. Reading a wide variety of books is one of the best ways for a child to expand their vocabulary. Some of the most fundamental words that a child will learn when starting to read are sight words – words like 'is', 'the', 'and', 'it', etc. that can often be spelled irregularly and therefore need to be learned 'at sight.' The first 100 sight words make up

more than fifty per cent of most early texts, therefore they are very important for a child to develop early on in their reading journey.

- Fluency

Fluency enables readers to quickly span the gap between recognising a word and understanding its meaning. It's where the magic of reading takes place. Because fluent readers don't have to concentrate on decoding words, they can focus more on interpreting the meaning conveyed by words and sentences. Fluency is something that comes as a child develops their phonemic awareness, phonics skills and vocabulary. Regular reading practise is essential to developing fluency. Reading regularly to your child can also provide them with a vocal model to help them understand what fluent reading sounds like.

- Comprehension

Reading for meaning is the ultimate goal of learning to read. Comprehension is a skill that will not only affect a child's future reading ability but also their academic ability throughout school and beyond. Asking your child questions or encouraging them to ask questions about a book they are reading is a great way to both monitor how much they understand and improve their comprehension.

These five areas are as essential components of effective reading instruction. There are many approaches to teaching these five essential components. These approaches differ in how much guidance or direction teachers provide as their students are learning new skills, how clearly and directly teachers

explain new skills, whether they demonstrate exactly how to use a specific skill, and whether the skills are taught in a thoughtful sequence. Scientific research reviewed by the National Reading Panel revealed that these different approaches or methods of teaching the five essential components are not equally effective. The most reliably effective approach is called *systematic and explicit instruction*.

1. Systematic instruction reflects several important characteristics. Skills and concepts are taught in a planned, logically progressive sequence. For example, certain sounds (those that are easier to learn or those used more often in the words students will read) are taught before other sounds. Lessons focus on clearly defined objectives that are stated in terms of what students will do. Multiple practice activities are scheduled purposefully to help students master and retain new skills. Students work on carefully designed tasks that give them opportunities to apply what they have been taught. Assessments are designed and used in a timely fashion to monitor skill acquisition as well as students' ability to apply new skills, to retain them over time, and to use them independently. Effective Reading Instruction?
2. Explicit instruction means the teacher states clearly what is being taught and models effectively how it is used by a skilled reader. For example, in demonstrating how to blend sounds to pronounce an unfamiliar word, explicit instruction might sound like this: "I'll show you how to sound out this word. Listen carefully. I'll say the sound for each letter without

stopping between the sounds.” Explicit instruction ensures students’ attention is drawn to important features of an example or demonstration

2.1.4.4 Types of Reading

Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. There are the following types of reading and the corresponding types of activities to develop the corresponding reading skills:

1. Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read and to confirm expectations; reading for communicative tasks.
2. Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question and also to extract specific information; reading for general understanding.
3. Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers. Close reading or also was called searching reading

is reading for complete understanding; reading for detailed comprehension (information; function and discourse),

2.1.5 Narrative

In high school context, there are several genres to be taught in which narrative is one of them. Narrative text was selected as the data in the study since this kind of text is included in the curriculum of senior high school and SKL (Standard Kompetensi Lulus). The narrative text was used as the reading items in the final examination for senior high school from 2007 to 2012. Therefore, it has likely more chance to appear in the following final examination. Journal of English and Education 2014, 2(2), 81-90 According to Joyce & Feez (2004, cited in Emilia, 2011, p. 135), “narrative is a text type which tells a story in which people encounter a problem or crisis that they need to overcome – it shows how people or groups of people overcome a problem or crisis in their lives.” Derewianka (1990, cited in Bruce, 2008), further states that the basic purpose of narrative is to entertain the readers and to gain the readers’ interest in a story-line of narrative. Moreover, narrative may also seek to teach or inform, to embody the writer's reflections on experience, and most important to extend the reader's imagination. In addition, narrative gives an exposure of how a sentence in a form of past tense is constructed. Based on this phenomenon, the research was conducted to investigate the use of Reciprocal Teaching Procedure (RTP) in teaching reading narrative. This study tried to find out whether or not there was a significant improvement of the students’ reading comprehension of narrative text.

This study was also conducted to know the students' response toward the use of RTP in the classroom activity.

Narrative is a kind of the texts, narrative always has three components: orientation, complication, and resolution. Dorris (1975) said that narrative text exist to grow child's imagination in order expand thier written form to create their own story based on their experience.

Barwick (1999) state that narrative text is a writing contains that sequence of events together with character and setting.

Based on that things the reseracher can be summerize that narrative exist to entertain readers and makes the story more interesting to read.

2.1.5.1 Kinds of Narrative

There are many kinds of narrative based on Anderson narrative text devide to:

1. Fairy tales are genre of folk that include of elements of magic, magical folk or supranatural.
2. Folk tales are story which often animals, all through, or instead of human as a main character.
3. Mythes are story about origin of natural, supranatural phenomena, human/superhuman charateristic and spiritual side of life.
4. Legends are story that happen in past even it can be truth or just a story.

5. Fables are a brief story that has a few characters and contain a moral and main always an animal.

2.1.5.2 Generic Structure of Narrative

Rudi hartono (2005:5) said that narrative text has some function. They are, to entertain, to arose, and deal with the factual experience with other ways.

The language features include in narrative text on Rudi's statement are:

1. Focus on the main character example Cinderella. The story specific always tell about her and all scene related to cinderella.
2. Ude of material process such as a behavior and verbal process.
3. Use mental process and rational process.
4. Use temporal conjunction.
5. Use past tense. It because narrative always tell the past story.

Based on curricullum 2004 the generic structure of narrative text consist of:

1. Orientation : the writer explain about characters such as name, place, time and situoation of the story.
2. Complication : in this part the problem appear whis is happen between the characters.
3. Resolution : the problem's over
4. Re- oreientation : in this part the writer conclude what the story tell about.

2.2 Teaching Reading by using Reciprocal

Nowadays students easy to get bored when they learn english because of that the researcher want to apply a technique to interest the students to learn. In this case researcher using reciprocal technique which develop by Palincsar and Brown (1994). This technique demand to make student to be more active than the teacher who be as a guided in the class. There are some step to do reciprocal teaching technique.

1. Pre-Activities:

- Teacher explaining the technique before apply as a technique in the learning process.
- Asking the students to make some groups.
- Giving the students a narrative text.

2. Main Activities

- The teacher encourages the students about what they will do with the text.
- Asking the students to understand about the text.
- Asking one student as representative from a group to explain about the story.
- The rest of students can ask about the materi with their friend who act as a teacher.
- The teacher guiding the class during learning process.

3. Post Activities

- Giving the students a quiz based on the text.

- Asking the student about what they feel learning with using a technique whether they faced difficulties or not.

2.3 Relevance studies

There are some previous research related to this case. In 2015, Kristi Yanti, student univercity of Riau same collage with the reseracher,conduct a reserach with the tittle “ the effect of reciprocal questioning strategy toward students reading comprehension in narrative text of second year students of SMP Negeri 3 Minas”. The objective of the research find out whather apply reciprocal questioning strategy can improve students’ reading comprehension in narrative text at grade VII of SMP Negeri 3 Minas.the instrument was reading test. It was conduct od two test. In the data, we can see measure of pre test based on the calculation that students’ reading comprehension in narrative text for orientation was 190, for complication was 93, and for resolution was 66. In post test we can see taht students’ reading comprehensionin narrative text for orientation was 197, complication was 145, and for resolution was 138. In orientation the percentage was increasing was 3,5% in complication was 35,86 % and resolutin was 52,17 %.

Nisya Ul Hasanah,2013. The effect of reciprocal questioning strategy toward students reading comprehension of the second year students of SMPN 1 Tambusai. The aim of this research to give students a new strategy in reading from variety of the texts for students. The objective of this research is to find out whether Reciprocal Questioning strategy can give the significant effect of the second year students in reading text. the instrument is used pre-test and post-test.

The result of pre-test students' score in experimental class was 69,55 while the control class was 56,26. And the result of post test in experimental class was 80,00 and in control class 59,23. In prove that there are significant effect after apply reciprocal questioning strategy.

Nina Isnaya, 2010. The application reciprocal teaching in improving reading comprehensiom for the second year students at SMPN 1 Singingi Hilir. Students had problem to know what the purpose of the text that they had been read. The intruotional activity that takes the place between stundents and teachers is reciprocal teaching. The sampling was used 57 participants and divided into two groups. They are experimental and control group. The first time they did pre-test and then the experimental group did the treatment while the control group did not do the kind of that thing. After treatment the both group do post-test to see the differences whether there is significant improvement of students ability with using the reciprocal or not. After got the data of students' test the researcher analyze that the mean score of experimental group is higher than the control group's score. 68,3 for experimental group and 54,9 for the rest.

Lubis, 2011. Using Reciprocal Teaching Method to improve the Reading Comprehension Ability of the Second Year Students of MAN Model Jambi". The purpose of this research to improve the students' ability in english through the implementation of Reciprocal Teaching Method. The subject was 30 students of grade XI IPA 1 at MAN Model Jambi in academic 2010/2011. This reaserach consist in two group; every group comprised of four meetingsThe result of this

research told that used reciprocal teaching method was effective to improve students skill in reading comprehension.

Elsi Susanti, 2013. The effect of reciprocal-questioning procedure towards reading comprehension of the second year students at MA Diniyah Putero Pekanbaru. The subject was the sconds year students of Madrasah Aliyah Diniyah Puteri Pekanbaru, and the object of this research was quasi-experimental research. The population was all of the second years students which the total numbers was 50 students. The sampling class consist of two class: class IPA A consists 25 students as experimental class and IPA B consist of 25 students as control class. To analyze the data researcher adopted formula by using software SPSS. After analyzing of reciprocal-questioning procedure towards reading comprehension of the second year students at Madrasah Aliyah Diniyah Puteri Pekanbaru, where T shows 4,053 at significant level 5% it show 2.01, and at the level of 1% it show 2.68. It means, null hypothesis is rejected and alternative hypothesis is accepted.

Widi Andewi, 2016. The students, perception of reciprocal teaching: students' anxiety and self-efficacy in reading. The object of this reseacrh was second grade of SMAN 1 Kalirejo in the year 2015/2016. The purpose of this research to explore the anxiety and self efficacy students' perception in applying four instructional strategies in reciprocal teaching. The subject were 11 representative of XI MIA 1. It was choosen based on observation, genre, and score of reading text. the data were taken from theobservation and interview. In fact, the students with high anxiety and low self-efficacy face problem and could not perform the four instructional well.

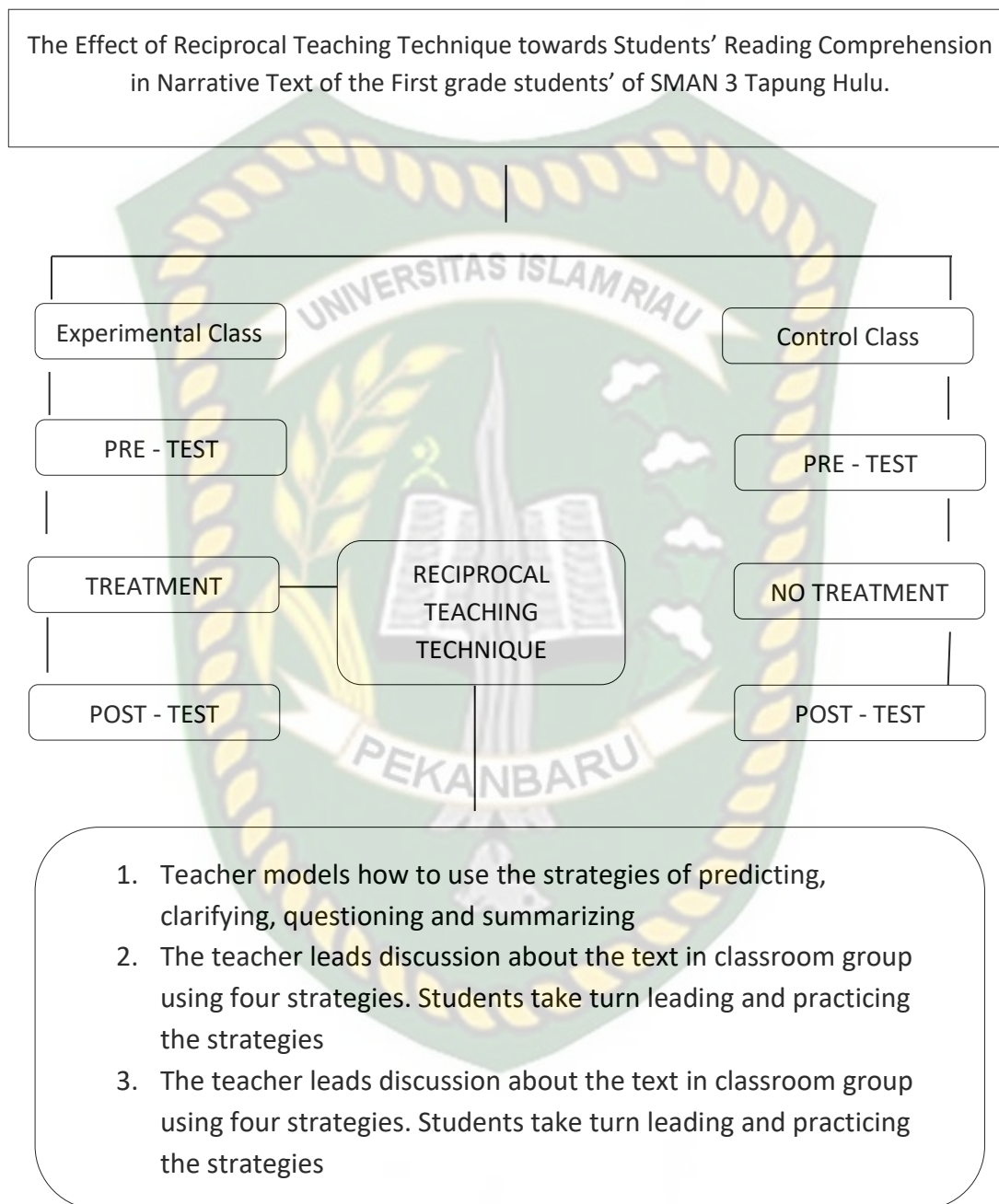
Rizki Mauluna Sahab, 2014. The use of reciprocal teaching procedure in teaching narrative texts to improve students' reading comprehension. The purpose was to investigate the implementation of reciprocal teaching procedure to improve and finding out the students' responses through this method. This is a quasi-experimental which collect the data in two classes which is collected by doing pre-test and post –test. In this research, the researcher concluded that the students' responses toward the application of reciprocal teaching procedure were positive.

2.4 Conceptual Framework

In this case, the researcher focus on reading comprehension in narrative text and reciprocal teaching technique that proposed by some experts. At the some expert that using this experts stated that is effective technique to learn.

The researcher tried to applies experimental research deals with the effect of students reading comprehension in narrative text by using reciprocal teaching technique. The application of the reciprocal technique in reading comprehension can used to improve the students' comprehension in order that the students can be more active. The researcher would do the research based on the framework below:

Figure 2.2 Conceptual Framework



2.5 Hypothesis

1. Null Hypothesis (Ho)

There is no significant effect of using Reciprocal Teaching Technique towards Studentss' Reading Comprehension on Narrative Text of the First Grade Students' of SMAN 1 Tapung Hulu.

2. Alternative Hypothesis (Ha)

There is significant effect of using Reciprocal Teaching Technique towards Studentss' Reading Comprehension on Narrative Text of the First Grade Students' of SMAN 1 Tapung Hulu.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Design of the Research

This was an experimental research. Gay (2000) said that experiment reserach was only one type to test the hypothesis to established the cause and effect. There were two variables. One was independent variables and the second was dependent variables. The independent variables was reciprocal teaching technique and dependent was students' reading comprehension. In the first meeting students did the pre test before the reseracher implemented the reciprocal teaching technique to taught the students.

The post test would be given after the students had been taught by using the technique. This test must did to seen students improving after the technique had been thought. The design of this research drawn on the table

Table 3.1 Research Mathedology

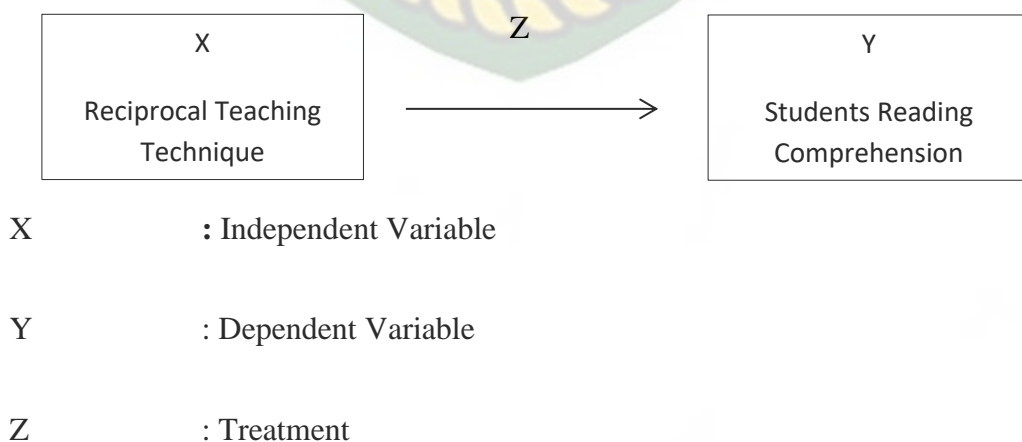


Table 3.2 Design of Research

Class	Pre – Test	Teaching Treatment	Post – Test
VII 1	T ₁	X ₁ , X ₂ , X ₃	T ₂
VII 2	T ₁	-	T ₂

Note:

T₁ : Administering Pre-test

X₁₂₃ : Teaching treatment by applying reciprocal teaching technique

T₂ :Administering Post-Test

(Hatch and Farhadi; 1982)

3.2 Location of the Research

This research would be conduct at SMAN 3 Tapung Hulu which located in Suka Ramai, Kec. Tapung Hulu, Kabupaten Kampar, Riau 28464

Table 3.3 The Time Schedule of the Research

N o	Meeting	Date	Topic	Group
1	I	October, 30 th 2019	Malin Kundang	Control Class and Experiment Class

2	II	November, 6 th 2019	Toba Lake	Experiment Class
3	III	November, 13 th 2019	The Legend of Lake Batur	Experiment Class
4	IV	November, 20 th 2019	The Golden Snail	Experiment Class
5	V	November, 27 th 2019	The Bitter Tongue	Experiment Class
6	VI	December, 4 th 2019	- The Legend of Lake Batur - Golden Cucumber - Toba Lake - Sangkuriang	Control Class and Experiment Class

3.3 Population and Sample of the Reseach

3.3.1 Population of the Research

The population of this research was the grade seventh of SMAN 3 Tapung Hulu in academic year 2018/2019. The total number of students were 84 students. They were devided into classes. The population of this reserach was assumed to had the same level of profiency and the same background because they were thaught in the same material.

Table 3.4 the distribution of population of the first year students of SMAN 3 Tapung Hulu.

No	Class	Total of students
1.	X MIA 1	20 students
2.	X IIS 1	21students
3.	X IIS 2	20 students
4.	X IIS 3	23 students

3.3.2 Sample of the Research

Sample was a representative part from a larger whole or group especially when shown as evidence of quality or we could conclude a subset of the individual in a population.

According to Gay (1987:101), sample was a process to selected an individuals for a study, when the total of them so large and heterogenous (gender and sex) the researcher took them as sample for clas X MIA 1 and X IIS 2. And total of both class were 40 students. That both class had choosen because they were in same teachers.

Table 3.5 Sample of Research

No	Classes	Students
1.	X MIA 1	20 students

2.	X IIS 2	20 students
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The two class devided into two criteria : one was the experiment class and the other one was control class.

3.4 Insrtument of the Research

This researcher conducted with one instrument to collected the data. The instrument was test of reading comprehension. The test of reading comprehension consisted of 20 essay of narrative text. from this test the researcher known the students' reading comprehension.

By using the instrument researcher knew the result after did the research. In this case the resercher did two test, they were pretest and post test in order to got score of the students.

Table 3.6 The Blue Print

No	Materials	Indikator
1.	Malin kundang	1. Orientation 2. Complication 3. Resolution 4. Re-orientation
2.	Toba lake	1. Orientation 2. Complication 3. Resolution 4. Re-orientation
3.	The Legend of Lake Batur	1. Orientation

		2. Complication 3. Resolution 4. Re-orientation
4.	The Bitter tongue	1. Orientation 2. Complication 3. Resolution 4. Re-orientation
5.	The Golden Snail	1. Orientation 2. Complication 3. Resolution 4. Re-orientation
6.	- The Legend of Lake Batur - Golden Cucumber - Toba Lake - Sangkuriang	1. Orientation 2. Complication 3. Resolution 4. Re-orientation

3.7 The Blue Print of Test Item

No	Indicator	Items Number
1.	Orientation	1, 2, 6, 7, 11, 12, 16
2.	Complication	3, 8, 9, 13,14, 17, 18
3.	Resolution	4, 5, 10, 15, 19,20

3.4.1 Teaching Material

In order to obtained the data from the respondent of the research, it was needed to used a research material. The research material was narative text. The indicators of narrative text were; orientation, complication, resolution.

1. The First Meeting (Pre-Test)

The first meeeting was held on October, 30th 2019. The title was about “Malin Kundang”. Before the class, the researcher started with greeted, prayed, checked student’ atteendance list and gave motivation for the students. And the researcher as a teacher gave pre-test for the students. The test consisted 5 question of narrative text.

2. The Second Meeting (Treatment 1)

The first meeting was held on November, 6th 2019. The title was about “Toba Lake”. Before the class, the researcher started with greeted, prayed, checked student’ atteendance list and gave motivation for the students. The researcher as a teacher began with introduced the material first about narrative. Then put the students in a four group and distributed a note card to each member of the group to each group to identified each person’s unique role. Teacher asked students to played the role in teaching and learning process.

a. Questioner

- The student who got this role asked about unclear part of the text.

- Students asked about puzzling information of the text.
- And then, student connected to the other concepts that already learned.

b. Clarifier

- In this time, students confused he parts of text.
- Students attempt to answer the question thaat were just post by the questioner.

c. Predictor

- The predictor offer predicted about what the author would tell to the group.
- Predictor might suggest what the next events in the story would be.

d. Summarizer

- The summarizer found the key ideas in reading point.

After that, teacher asked the students to changed the role in the group of discussion. The researcher guided the students to did the four of strategies succesfully within the small group. After the learning process, the teacher concluded the material completely. Teacher gave evaluation to the students, teacher gave the related material for the text meeting.

3. The Third Meeting (Treatment 2)

The second meeting that was held on November, 13th 2019. The title was “ The Legend of Lake Batur”. First, teacher did the Greeted, Prayed, Checked the attendance of students and gave motivation. The teacher introduced the material form of narrative text. And divided the student in four groups. Then, distributed a note card to each member of the group identified each person’s unique role. Teacher asked student to read a few paragraph of the assigned text selection. Teacher asked students to played their role in teaching and learning process.

a. Questioner

- The student who got the role asked about unclear part of the text.
- Student asked about puzzling information of the text.
- Students arranged the other concepts that already learned.

b. Clarifier

- Students confused of the text.
- Students attempt to answer the questions that were just post by the questioner.

c. Predictor

- The predictor offer predicted about what th author would tell th group
- Predictor gave suggestion what next meeting in story would be.

d. Summerizer

- The sumerizer point up the key ideas in the reading text.

4. The Fourth Meeting (Treatment 3)

The third meeting was held on November, 20th 2019. The title was “ The Bitter Tounge”. In pre teaching, the researcher started the class by Greeted, Prayed, checked the students’ attandace and gave the motivation. Teacher introduced the material in the form of narrative text. Divided students into four groups and distributed one note card to each member of the group identified each person’s unique role. Teacher asked to read a few paragraph of the assigned text. Teacher asked students to played their role in teaching and lerning process.

a. Questioner

- Th student who got the role asked about the uncler part of the text.
- Students asked about puzzling information of the text.
- Students arranged the other concepts that already learned.

b. Clarifier

- Students address confused parts of the text.
- Students attemp to answer the question that were just post by the questioner.

c. Predictor

- The predictor prediction about what the author would tell to the group.

- The predictor suggest what the next events in the story would be.

d. Summarizer

- The summerizer highlight the key ideas up to this point in reading text.

And then, teacher asked students to changed the role in the group of discussion. Teacher guided the students' ability to used the four strategies successfully. Teacher concluded the material completely. Teacher gave evaluation to the student. Teacher gave the related material for next meeting.

5. The Fifth Meeting (Treatment 4)

The fourt treatment was held on November, 27th 2019. The title was “ The Golden Snail”. First, the teacher begun with Greeted, Prayed, Checked the students' attandance list and gave motivation. The teacher introduced the material in the form of narrative text. In learning process, the teacher put the students in four groups. Then, teacher distributed one note card to each member of the group identified each person's unique role. Teacher asked to read a few paragraph and asked students to played their role in teaching.

a. Questioner

- The students who got the role asked about unclear part of the text.
- Students asked about puzzling information of the text.

- And then, the students arranged the other concepts that already learned.

b. Clarifier

- Students address confusing part of the text.
- Students attempt to answer the question that were just post by the questioner.

c. Predictor

- The predictor offer prediction about what the author would tell to the group.
- Predictor suggest what the next events in the story would be.

And then, teacher asked student to change the role in the group of discussion. Teacher guided and nurture the students' ability to used four strategies succesfully. After the learning process, teacher concluded the material completely. Teacher gave evaluation to the student. Teacher gave the related material for the next meeting.

6. The Sixth Meeting (Post-Test)

The sixth meeting was the post-tet that was held on Desember, 4th 2019. First, the teacher started the class by Greeted, Prayed, Checked the students' attendance list and gave motivation to the students. Then, teacher gave post test for the students. The test consisted 20 question of narrative text.

3.5 Data Collection Technique

The data of the study was sources from students english reading comprehension text that could be obtained by gave a pre-test that conducted before the instruction had given and post-test had given after teaching and learning process within eight meeting in the classroom.

The procedurs to collected the data devided into to group of class. They were : experimental class and control class.

Experimental Class

A. Pre-test

Pre-test used to measured the students ability in reading comprehension.

B. Treatment

This step only for experimental class. The purpose to saw wether reciprocal teaching teachnique could effect students' ability in reading comprehension.

C. Post-test

After teaching for seven meetings for experimental class the researcher gave post test for both class to know the improvement of students' ability in reading comprehension to fix whether reciprocal was effective technique or not.

Control Class

A. Pre-test

Pre-test was existed in control class to know the ability of students' reading comprehension.

B. Post-test

After seven meeting had been held in experimental class, the control class has the post-test too. The purpose to know whether the class was effective enough even the technique did not applied in the class.

3.6 Data Analysis Technique

The data will be analyzed by statistical package for social science (SPSS) program. The data was analyzed by statistically significant analysis 24 version. To know the result whether it was statically significant, it was statically significant, and it was analyzed by using a test.

Then, the researcher used the result of the percentage correction for students answer to get their level of comprehension. The classification was as follows:

Table 3.8

The Students Score Classification

No	Range of Score	Level
1.	Excellent	86-100

2.	Good	71-85
3.	Enough	56-70
4.	Less	36-55
5.	Fail	0-35



CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDING

4.1 Data Presentation

This chapter presented the result of this research, including the finding and its discussions. The data presentation of this study consisted the analysis of the pre-test and post-test. The aim was to obtained the significant difference of improvement of the students' reading comprehension between those students who were taught by using Reciprocal Teaching Technique and those who were not.

The data obtained from the students' post-test scores of experimental and control class. The test was to answer the questions based on the text in essay form. Before treatment (only experimental class), the writer gave the pre-test to IX MIA 1 (experiment class) and IX IIS 2 (control class). The writer taught within 6 (six) meetings including pre-test and post-test.

The data were from the score of the improvement of the students' reading comprehension from pre-test and post-test for both experiment and control classes. The test dealt with narrative text. it was the topic being taught at the time and evaluated by concerning 3 component namely orientation, complication and resolution.

The data of this research were all relevent to the required information data gathered in this research were all information related to

the implementation of Reciprocal Teaching Technique toward students' reading comprehension.

4.1.1 Pre-Test

The pre-test carried out determine the early background ability of the students who were selected as the sample. It was held to find out whether the experiment group and control group at the same level before applying a new strategy for the experiment group and the material was the test. The first meeting, the teacher gave pre test for the students. The test consisted five question of narrative text. After the student did the pre test, teacher explained about narrative text. The objective in this meeting was to gave the students clear understanding of a narrative text by giving examples of a narrative text.

4.1.2 Treatment

The treatment was conducted for the experiment group only. The treament of teaching through reciprocal teaching technique:

The treatment only gave the experiment class, the steps were :

1. Meeting 1

the first treatment was conducted on November, 6th 2019. The title was about Danau Toba. Teacher started the class by greeted, prayed, checked students' attendance list and gave motivation to the students. In while teaching, teacher introduced the materi about narrative text. Teacher divided the students into four group. And then, teacher distributed a note to each member of the group identifying each person's unique role. Teacher asked

students to read a few paragraph of the assigned text selection. Teacher asked students to play their role in teaching and learning process.

a. Questioner

- The student who got this role asked about unclear part of the text.
- Student asked about puzzling information of the text.
- At the end, student connecting to the other concepts that already learned.

b. Clafieer

- Students confussing parts of the text.
- Students attempt to answer the question that were just post by the questioner.

c. Predictor

- The predictor offer prediction about what the author will tell to the group.
- Predictor might suggest what story will be in next meeting.

d. The summarizer

- The summerizer found up the key ideas in reading text.

After that, teacher asked students to change the role in the group of discussion. Teacher guided the students to use the four strategies succesfully within the small group. And then, teacher concluded the material completely. Teacher gave evaluation to the student. Teacher gave the related material for discussion in the next meeting.

In this meeting, students still got confused about how use the reciprocal technique. Students also could not improve their reading comprehension of narrative text yet.

2. Treatment 2

The second treatment that was conducted on November, 13th 2019. The title was The Legend of Lake Batur. Before the teacher strated the class, the teacher did Greeted, Prayed, Checked students' attendance list and gave motivation to the students. In while teaching, the teacher introduced the material about narrative text. Then put the students into four group. And gave a note to each member of the group. Asked the students to read a few paragraph of the assigned text selection. Teacher asked students to play their role in teaching and learning process.

a. Questioner

- The students got this role asking about unclear part of the text.
- Students asking about puzzling information of the text.
- At the end, students connecting to the other concepts that already learned.

b. Clarifier

- Students address confusing part of the text.
- Student attempt to answer the question that were just post by the questioner.

c. Predictor

- The predictor offer prediction about what the author will tell to the group.
- Predictor might suggest what the next story will be.

d. Summarizer

- The summarizer found up the key ideas in reading comprehension.

After that, teacher asked students to change the role in the group of discussion. Teacher guided the students' ability to use the four strategies successfully within the small group. And then, teacher concluded the material completely. Teacher gave evaluation to the student, teacher gave the related material for the next meeting.

The result of second meeting on this treatment explained that the students could play the role. But they still need more evaluation and practice.

3. Treatment 3

The third treatment was conducted on November, 20th 2019. The title was The Bitter Tongue . In pre- teaching, the teacher started the class by greeted, prayed, checked the students attendance list and gave motivation to the students. In while teaching, the teacher introduced the material of narrative text. Then put the students in a group of four. Then, teacher distibuted a note to each member of the group. Teacher asked students to read a few paragraph of the assigned text selection. Teacher asked students to play their role in teaching and learning process.

a. Questioner

- The students who got the role asked about unclear part of the text.
- Students asked about puzzling information of the text.
- At the end, the student connecting to the other concepts that already learned.

b. Clarifier

- Students confusing of the text.
- Student attempt to answer the question that were post by the questioner.

c. Predictor

- The predictor offer prediction about what the author will tell to the group.
- Predictor might suggest what the next events in the story will be.

d. Summarizer

- The summarizer found up the key ideas in reading text

After that, teacher asked the students to change the role in the group of discussion. Teacher guided the student's ability to use the four strategies successfully within the small group. In post teaching, teacher concluded the material completely. Teacher gave evaluation to the student. Teacher gave the related material for the next meeting.

The result of third treatment explained that students could play the role. And the end in the teaching process the students could understand

their own role. Teacher gave the students more explanation about each role. It means there is an improvement of the students reading narrative text by using reciprocal teaching technique.

4. Treatment 4

The fourth treatment was conducted on November, 27th 2019. The title was The Golden Snail. In pre teaching, the teacher started the class by Greeted, prayed, checked the students' attendance list and gave motivation to the students. In while teaching, the teacher introduced the material of the narrative text. Then put students in a group of four. Teacher distributed a note to each member of the group. Students read a few paragraph. teacher asked the students to play their role in teaching and learning process.

a. Questioner

- The student who got this role asking about unclear part of the text.
- Students asking about puzzling information of the text.
- At the end, students connecting to the other concepts that already learned.

b. Clarifier

- Students confusing parts of the text.
- Students attempt to answer the question that were post by the questioner.

c. Predictor

- The predictor offer prediction about what that author will tell to the group.

d. Summarizer

- the summarizer found up the key ideas to this reading text.

After that, teacher asked students to change the role in the group of discussion. Teacher guided students to use the four strategies successfully within the small group. In post teaching, teacher concluded the material completely. Teacher gave evaluation to the students.

In the last treatment, the teacher gave then a challenge to the students by asking the students who will be first speaker of the selecting text. And most of them very attractive. In the case, the students could apply the reciprocal teaching technique.

4.1.3 Post test

The post test conducted on December, 4th 2019. In pre teaching, the teacher started the class by Greeted, Prayed, Checked students' attendance and gave motivation to the students. Then teacher gave post test to the students. The test consisted of 20 question of narrative text. Teacher gave 60 minutes to the students to did the test.

4.1.4 Presentation of Data in Pre-test in Control Class

The first analysis was the students's score of pre-test in control group which had done to know the ability of students' in reading narrative text. The researcher presented the students' comprehension on pre-test, the result

as follow; the highest average score was 70 and the lowest score was 40.

Moreover, in control class, and the average score they was 49,02 point.

4.1.5 Data Presentation of Pre-Test in Experimental Class

The students' result in reading skill, particularly in reading narrative text in pre-test of experimental class, as follow; the highest average score was 82,05 and the lowest average score was 50. Moreover, in experiment class, the average score was 63,05 point.

4.1.6 Data Presentation of Post-Test in Control Class

The students in reading, particularly in reading comprehension in post-test of control class, as follow; the highest average score was 80 and the lowest average score was 50. Moreover, in control class the average score they was 70,07 point.

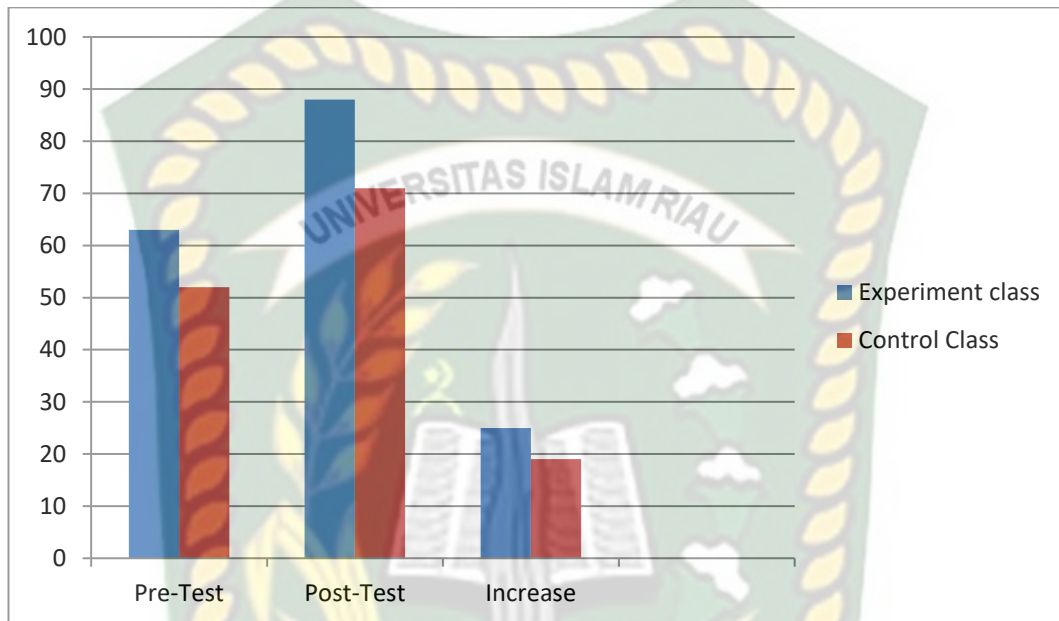
4.1.7 Data Presentation of Post-Test in Experimental Class

The students' result of reading, particularly in reading comprehension in post-test of experimental class, as follow; the highest average score was 91 and the lowest average score was 70. Moreover, in experimental class the average score was 71,07 point.

4.1.8 The Increasing Students' Mean Score of Pre-test and Post-test in Control Class and Experimental Class

Based on the calculation above, the researcher got the mean score of pre-test and post-test in control and experiment class. Futhermore, the increased of the students score between control and experiment class can be seen the diagram below:

Diagram 4.1 The Increasing Students' Mean Score of Pretest and Post testin Control Class and Experiment Class.



From figure above, it can be seen the mean score of pre-test in control class was 52 and mean of post-test was 71. while the mean score of pre-test in experiment class was 63 and after the students was given the treatment using reciprocal teaching technique the mean of post-test become 88. it can be summarized that there was a significant effect reciprocal teaching technique toward the first year students' English reading comprehension on narrative text of SMA NEGERI 1 Tapung Hulu.

4.2 Data Descriptive

Table 4.1 Descriptive Statistics Pre-test and Post-test Control

Class and Experiment class.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	19	50,0	82,5	63,553	12,5918
Post-testExperiment	19	70,0	100,0	88,421	7,0814
Pre-Test Control	19	37,5	70,0	52,368	8,1851
Post-test Control	19	52,5	90,0	71,974	10,6907
Valid N (listwise)	19				

From the table above, it can be summarized that mean of pre-test of experiment class is 63,55 and mean of post-test of experiment class is 88,42. From the data it can be concluded that there is difference in mean score both pre-test and post-test from experimental class.

From the table above, it can concluded that mean of pre-test of control class is 52,36 and mean of post-test of control class is 71,97 From the data it can be concluded that there is no difference in mean score both pre-test and post-test of control class.

Table 4.2

The Students' Ability According to Rater 1

Students	Indicator of Narrative			Total	Level of Ability
	O	C	R		
Student-1	30	35	25	90	Excellent
Student-2	30	35	25	90	Excellent
Student-3	35	35	25	95	Excellent
Student-4	35	35	20	90	Excellent
Student-5	30	25	25	80	Good
Student-6	35	35	25	95	Excellent
Student-7	35	30	25	90	Excellent
Student-8	35	35	30	100	Excellent
Student-9	35	35	30	100	Excellent
Student-10	35	30	20	85	Good
Student-11	35	35	30	100	Excellent
Student-12	35	35	30	100	Excellent
Student-13	35	30	20	85	Good
Student-14	35	30	25	90	Excellent
Student-15	30	35	30	95	Excellent
Student-16	35	35	20	90	Excellent
Student-17	35	35	30	100	Excellent
Student-18	35	30	20	85	Good

Student-19	35	30	20	85	Good
Total				1.745	Excelent
Average				91,84	Excellent

Note :

O ; Orientation R ; Resolution

C ; Complication

The formula percentage was use to analyze the result of the test as in Sugiono (2008) suggest:

$$Mx = \frac{\sum x}{N}$$

In which : Mx = Mean
 $\sum x$ = Total of Score
 N = Total of Students

The researcher had calculated the Students' average score according to Rater 1;

$$Mx = \frac{\sum x}{N} = \frac{1.745}{19}$$

$$M = 91,8$$

Table shows the students' ability in question about Narrative can explained that; 14 students' ability were Excellent, 5 students' ability were

Good and. We can concluded according to rater 1 reached average 91,8 which was categorized as Excellent.

Table 4.3

The students' ability in question of narrative text according to Rater 2

Students	Indicator of Narrative			Total	Level of Ability
	O	C	R		
Student-1	30	35	20	85	Good
Student-2	30	35	20	85	Good
Student-3	35	35	20	90	Excellent
Student-4	35	30	20	85	Good
Student-5	30	25	15	70	Enough
Student-6	35	35	25	95	Excellent
Student-7	30	30	25	85	Good
Student-8	35	30	25	90	Excellent
Student-9	35	35	30	100	Excellent
Student-10	35	30	30	95	Excellent
Student-11	35	30	30	95	Excellent
Student-12	30	35	20	85	Good
Student-13	35	30	25	90	Excellent
Student-14	35	30	25	90	Excellent
Student-15	30	35	30	95	Excellent

Student-16	35	35	20	90	Excellent
Student-17	35	35	30	100	Excellent
Student-18	35	30	20	85	Good
Student-19	30	35	15	80	Good
Total				1.690	Excellent
Average				88,94	

The reseacher had calculated the students' average score based on the total score. The students' average score according to Rater 2;

$$Mx = \frac{\sum x}{N} = \frac{1.690}{19}$$

$$M = 88,9$$

Table shows that students' ability in question of narrative to rater 2 as followed : 12 students' ability were Excellent, 7 students' ability were Good. In short, the students' ability in question of narrative according rater 2 was Excellent.

4.3 Data Analysis

The researcher analyzed students' ability in question of narrative according two raters in each indicator of narrative.

Table 4.4**The Students' Ability in Question of Narrative Text on orientation****Indicator According to the Two Raters**

Students	Rater 1	Rater 2	Total Score	Average
Student-1	30	30	60	30
Student-2	30	30	60	30
Student-3	35	35	70	35
Student-4	35	35	70	35
Student-5	30	30	60	30
Student-6	35	35	70	35
Student-7	35	30	65	32,5
Student-8	35	35	70	35
Student-9	35	35	70	35
Student-10	35	35	70	35
Student-11	35	35	70	35
Student-12	35	30	65	32,5
Student-13	35	35	70	35
Student-14	35	35	70	35
Student-15	30	30	60	30
Student-16	35	35	70	35
Student-17	35	35	70	35
Student-18	35	35	70	35

Student-19	35	30	65	32,5
Total	645	630	1.275	637,5
Mean	33,9	33,1	67,1	33,5

The researcher had calculated the students' average score based on the total score. The students' average score on orientation indicator according to Rater 1 and Rater 2;

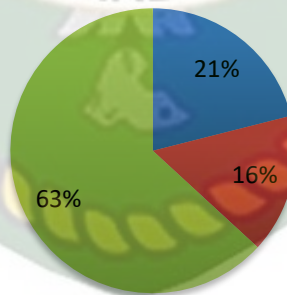
$$M_x = \frac{\sum x}{N} = \frac{637,5}{19}$$

$$M = 33,5$$

DIAGRAM 4.2

The Students' Ability in Question of Narrative Text on Orientation indicator According to the Two Raters

■ 30 = 4 students ■ 32,5 = 3 students ■ 35 = 12 Students



From the table 4.5 and diagram 1, it could be seen there were four students (21%) got average 30 as their score in orientation. There three students (16%) who get 32,5 in score of question. There were twelve students (63%) got average 35 as their score.

Table 4.5

The Students' Ability In Question of Narrative on Complication

Indicator According to the Two Raters

Students	Rater 1	Rater 2	Total Score	Average
Student-1	35	35	70	35
Student-2	35	35	70	35
Student-3	35	35	70	35
Student-4	35	30	65	32,5
Student-5	25	25	50	25
Student-6	35	35	70	35
Student-7	30	30	30	30
Student-8	35	30	65	32,5
Student-9	35	35	70	35
Student-10	30	30	60	30
Student-11	35	30	65	32,5
Student-12	35	35	70	30
Student-13	30	30	60	30
Student-14	30	30	60	30
Student-15	35	35	70	35
Student-16	35	35	70	35
Student-17	35	35	70	35
Student-18	30	30	60	30

Student-19	30	35	65	32,5
Total	625	615	1.210	615
Mean	32,8	32,3	63,6	32,3

The researcher had calculated the students' average score based on the total score. The students' average on complication indicator according to Rater 1 and Rater 2;

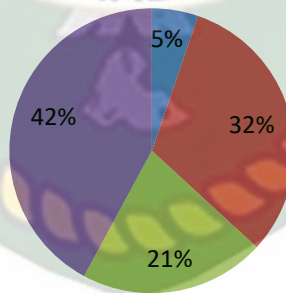
$$M_x = \frac{\sum x}{N} = \frac{615}{19}$$

$$M = 32,3$$

DIAGRAM 4.3

The Students' Ability in Question of Narrative Text on Complication Indicator According to the Two Raters

■ 25= 1 students ■ 30= 6 students ■ 32,5= 4 students ■ 35= 8 students



Based on the table 4.6 and diagram 2, there were 1 student (7%) got average 25 point as their score. six students (43%) got average 30 as their score. And then, 4 students (29%) the average were 32,5 as their score. Eight students (21%) got 35 as their score.

Table 4.6

**The Students' in Question of Narrative on Resolution Indicator
According to the Two Raters**

Students	Rater 1	Rater 2	Total Score	Average
Student-1	20	20	40	20
Student-2	20	20	40	20
Student-3	25	20	45	22,5
Student-4	20	20	40	20
Student-5	25	15	40	20
Student-6	25	25	50	25
Student-7	25	25	50	25
Student-8	30	25	55	22,5
Student-9	30	30	60	30
Student-10	20	20	40	20
Student-11	30	30	60	30
Student-12	30	30	60	30
Student-13	20	20	40	20
Student-14	30	25	55	27,5
Student-15	30	30	60	30
Student-16	20	20	40	20
Student-17	30	30	60	30
Student-18	20	20	40	20

Student-19	20	15	35	17,5
Total	470	440	910	450
Mean	24,7	23,1	47,8	23,6

The researcher had calculated the students' average score based on the total score. The students' average score on resolution indicator to Rater 1 and Rater 2;

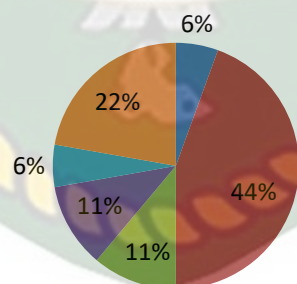
$$M_x = \frac{\sum x}{N} = \frac{450}{19}$$

$$M = 23,6$$

DIAGRAM 4.4

The Students' Ability in Question of Narrative Text on Resolution Indicator According to the Two Raters

■ 17,5 = 1 student ■ 20= 8 students ■ 22,5 = 2 students
 ■ 25= 2 students ■ 27,5= 1 student ■ 30= 5 students



Based on table 4.7 and diagram 3, on the resolution of narrative text, there were one student (6%) got the lowest average in 17,5. Eight Students (44%) in 20 average. in average 22,5 there are two students (11%). One student (6%) got average 27,5. Two students (11%) got 25 as a score. Five student (22%) got 30 average as a score.

Table 4.7

The Result of Students' Score on Each Indicator to the Two Raters

N o	Indicator of Narrative	The Highest Score	The Lowest Score	Mean
1	Orientation	35	30	33,5
2	Complication	35	25	32,3
3	Resolution	30	17,5	23,6

The data in this research showed that in each indicator of Narrative text had been analyzed. From four indicator; orientation, complication, resolution and re-orientation. From table 4.8 and figures 1 we can see the highest score and lowest score on each indicator.

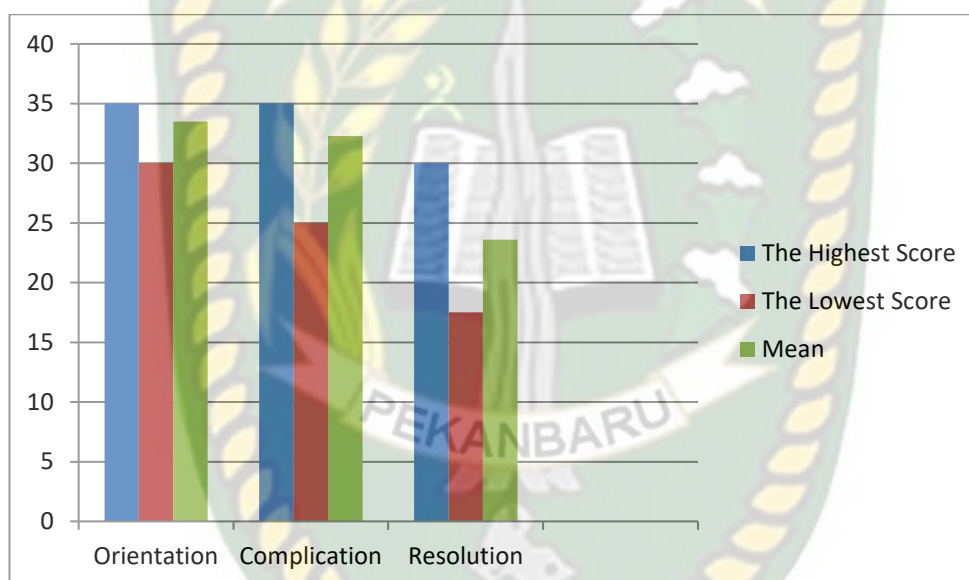
In indicator of orientation the highest score was 35. There twelve student who got the highest. They were; student-3, student-4, student-6, student-8, student 9, student-10, student-11, student-13, student-14, student-16, student-17 and student-18. And the lowest score was 4 in 30 score. They were; student-1, student-2, student-5 and student-15.

In complication, the highest score was eight students which got 35. He was student-1, student-2, student-3, student-6, student-9, student-15, student-16 and student-17. And the lowest score got by one student in 25. They are; student-5.

In resolution, the highest score was 30. The student was students-9, student-11, student-12, student-15, student-17 and the lowest was student-19 with score was 17,5.

Diagram 4.5

The Result of Students' Score on Each Indicator of Narrative According to the Two Raters.



4.4 The Students' Ability in Question of Narrative

The students' ability in question of narrative according to two raters showed in table 4.9 and 5.0

Table 4.8**The Students' Score by Rater 1 and Rater 2**

No	Students	Raters		Total Score	Average	Level of Ability
		Rater 1	Rater 2			
1	Student-1	90	85	175	87,5	Excellent
2	Student-2	90	85	175	87,5	Excellent
3	Student-3	95	90	185	92,5	Excellent
4	Student-4	90	85	175	87,5	Excellent
5	Student-5	80	70	150	75	Good
6	Student-6	95	95	190	95	Excellent
7	Student-7	90	85	175	87,5	Excellent
8	Student-8	100	90	190	95	Excellent
9	Student-9	100	100	200	100	Excellent
10	Student-10	85	85	170	85	Good
11	Student-11	100	95	195	97,5	Excellent
12	Student-12	100	95	195	97,5	Excellent
13	Student-13	85	85	170	85	Good
14	Student-14	90	90	180	90	Excellent
15	Student-15	95	90	185	92,5	Excellent
16	Student-16	90	90	180	90	Excellent
17	Student-17	100	100	200	100	Excellent

18	Student-18	85	85	170	85	Good
19	Student-19	85	80	165	82,5	Good
Total		1.745	1.680	3.425	1.712	Excellent
Mean		91,8	88,4	180,2	90,1	

The researcher has calculated the students' average score based on the total score. the students' average score according to rater1 and rater 2;

$$M_x = \frac{\sum x}{N} = \frac{1.712}{19}$$

$$M = 90,1$$

Table 4.9

Students percentage in question of Narrative text by Rater 1 and Rater 2

No	Level	Percentage
1	Excellent	74 %
2	Good	26 %
3	Enough	0 %
4	Less	0%
5	Fail	0%
Total		100 %

Based on the table 4.9 and 5.0, it explained the classification. There were five students (26%) were categorized as Good, there were twelve student (74%) categorizes as Excellent and the rest, no one student (0%) were categorized Enough. And no one students(0%) categorized as less and

fail. And average score according two rates was 90,1. It means the ability of the first grade of SMAN 3 Tapung Hulu in question of narrative was Excellent.

4.5 Data Intrepretation

In this discussion was focussed on the result of the reseacher and the data analysis which was the effect of reciprocal of students' reading comprehension. It can be analyzed that incresing of the students and the data experiment class which taught by using reciprocal. The mean score was 88,42. On other hand, the control class was 71,97. In brief, the reciprocal increase the students' score in reading comprehension.

In this discussion was focused on the result of the research and the data analysis which is the effect of reciprocal teaching technique toward the first year students' English reading comprehension on narrative text.

It can be analyzed that the increasing of the students' reading comprehension in the experimental class which thaught by using reciprocal teaching technique. The mean score was. On the other hand, the control class was. In brief, the reading comprehension on narrative text get increase. Moreover, the score of observed statistic (t_c) is higher than (t_t) in the significant of is . in brief, null hypothesis was rejected and the alternative hypothesis was accepted.

4.6 Hypothesis Testing

Table 4.10 Output SPSS of Researcher

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Reading Comprehension	Equal variances assumed	2,684	,110	5,591	36	,000	16,44737	2,94187	10,48098	22,41375
	Equal variances not assumed			5,591	31,245	,000	16,44737	2,94187	10,44930	22,44544

Based on the table, Independent Sample T-Test shows levene's test to know the same variance :

H_0 = Variance Population Identical.

H_a = Variance Population not Identical

If $\text{Sig } F_{\text{calculate}} > 0,05$, H_0 is accepted.

If $\text{Sig } F_{\text{calculate}} < 0,05$, H_a is accepted.

Based on the data of SPSS above, it can be seen $\text{sig } F_{\text{calculate}}$ in Equality of variances is 0.302. It can be summarized that H_0 is accepted because $0,110 > 0,05$. In brief, it means the variance population identical.

On the other hand, from the data can be seen that $t_{\text{calculate}}$ obtained 5.591 will be compare to t-table, $df= 36$. Researcher took $df = 36$ either at level 5%

is 2.028. It can be concluded that t_{table} is higher than $t_{calculate}$. In other word, it can be read $5.591 > 2.028$. Based on the score the research concluded that H_0 is rejected and H_a is accepted, in brief, there is significant effect .

From the calculating of the analysis by using SPSS 24 Version, it is found that t_{table} is at the level significant and $t_{calculate}$ is. T_{table} is higher than $t_{calculate}$. In other word it can be read. Based on the score, the researcher concluded that H_0 rejected and H_a accepted, it means that there is significant effect reciprocal teaching technique toward the first year students' English reading comprehension on narrative text of SMA NEGERI 1 Tapung Hulu.

CHAPTER V

CONCLUSION, SUGGESTION AND IMPLICATION

5.1 Conclusion

Based on the result of data analysis, research findings, and discussion on the previous chapter, the researcher concluded that from the mean score of pre-test control group was and pre-test experimental group was. The mean score of post-test experimental group was. The mean score of post-test experimental group was and control was. It can be summarized that by using reciprocal teaching technique gave any significant effect towards students' reading comprehension at SMA N 1 Tapung Hulu.

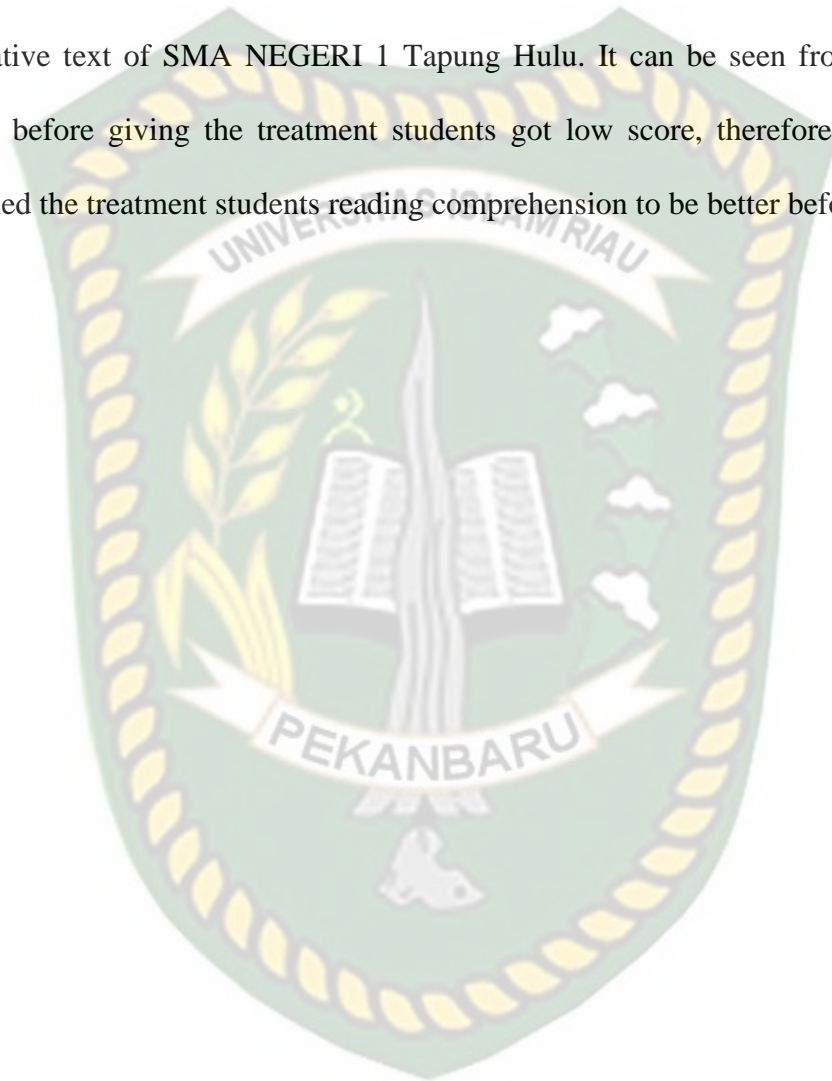
5.2 Suggestions

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

1. For english teachers, in previous is highly recommended for the teacher for using reciprocal teaching technique to guide the students in enchanging to learn reading compehension.
2. The students should improve their reading comprehension by practice writing more using some technique or method.
3. For other researchers, they can use this study as their reference to conduct other reseachers, they can use this study as their reference to conduct other reserchers on the same field. They are also expected to be able to cover the short comings in this study and provide more detail information about this.

5.3 Implication

From the conclusion above, it is known that reciprocal teaching technique toward the first year students' English reading comprehension on narrative text of SMA NEGERI 1 Tapung Hulu. It can be seen from the data, before giving the treatment students got low score, therefore, after applied the treatment students reading comprehension to be better before.



Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN I

(RPP)

Sekolah : SMP NEGERI 3 Tapung Hulu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX/1

Alokasi waktu : 12 JP (6 pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual dan procedural) berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 3.8 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan terkait legenda rakyat.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.
 1. Fungsi Sosial
Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan
 2. Struktur Teks

Dapat mencakup :

- Orientation
- Complication
- Resolution
- Re-orientation

3. Unsur kebahasaan

- Kalimat kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
- Kosakata: terkait karakter, watak, dan setting dalam legenda
- Adverbia penghubung dan penunjuk waktu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

D. TUJUAN PEMBELAJARAN

- Memahami fungsi sosial dan struktur dari naratif teks.
- Menemukan ide utama, informasi faktual, kosakata.
- Menjawab pertanyaan yang telah disediakan sesuai materi pembelajaran

E. MATERI PEMBELAJARAN

MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, diligent and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered

his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he did not apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. PENDAHULUAN

- a. Guru mengucapkan salam dan tegur sapa
- b. Sebelum guru memeriksa kehadiran siswa, terlebih dahulu guru mengajak siswa untuk berdoa
- c. Guru menyiapkan suasana yang kondusif
- d. Guru mengajukan pertanyaan tentang pelajaran yang sudah dipelajari sebelumnya
- e. Guru menyebutkan tujuan pembelajaran atau kompetensi dasar yang akan dicapai

2. KEGIATAN INTI

- a. Guru memberikan test tentang naratif teks untuk mengetahui kemampuan dasar siswa
- b. Guru meminta siswa untuk merangkum cerita yang telah mereka baca
- c. Guru memberikan waktu 60 menit kepada siswa untuk menyelesaikan test tersebut

3. PENUTUP

- a. Siswa mengumpulkan kertas soal
- b. Guru menutup proses pembelajaran

G. MEDIA

- Kertas soal tentang naratif teks

H. SUMBER BAHAN

- Internet

I. PENILAIAN

- Teknik : Reading Text
- Form :

Pekanbaru, juli 2019

English Teacher

Collaborator,

Indah Sri Wahyuni

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Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN II

(RPP)

Sekolah : SMP NEGERI 3 Tapung Hulu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX/1

Alokasi waktu : 12 JP (6 pertemuan)

A. KOMPETENSI INTI

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
7. Memahami pengetahuan (factual, konseptual dan procedural) berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 3.8 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan terkait legenda rakyat.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai konteks penggunaannya.

1. Fungsi Sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan.

2. Struktur teks

Dapat mencakup :

- Orientation
- Complication
- Resolution

- Re-orientation

3. Unsur kebahasaan

- Kalimat kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
- Kosakata: terkait karakter, watak, dan setting dalam legenda
- Adverbia penghubung dan penunjuk waktu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

D. TUJUAN PEMBELAJARAN

- Memahami fungsi sosial dan struktur dari naratif teks.
- Menemukan ide utama, informasi faktual, kosakata.
- Menjawab pertanyaan yang telah disediakan sesuai materi pembelajaran.

E. MATERI PEMBELAJARAN

TOBA LAKE

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "you damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying. Felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. PENDAHULUAN

- Guru mengucapkan salam dan tegur sapa
- Sebelum guru memeriksa kehadiran siswa, terlebih dahulu guru mengajak siswa untuk berdoa
- Guru menyiapkan suasana yang kondusif
- Guru mengajukan pertanyaan tentang pelajaran yang sudah dipelajari sebelumnya
- Guru menyebutkan tujuan pembelajaran atau kompetensi dasar yang akan dicapai

2. KEGIATAN INTI

- Guru memberikan teks kepada siswa
- Guru membagi siswa menjadi 4 kelompok
- Setiap kelompok mendiskusikan cerita naratif tersebut untuk memprediksi cerita sebelum dibaca.

- d. Kemudian membuat pertanyaan atas hal hal yang kurang jelas terkait cerita tersebut.
- e. Setiap group mengklarifikasi pertanyaan pertanyaan yang mereka buat atau prediksi yang mereka buat sebelumnya untuk membuat cerita menjadi lebih jelas.
- f. Setelah tiga tahapan tersebut dilakukan kemudian siswa harus merangkum isi cerita berdasarkan apa yang telah mereka diskusikan sebelumnya.
- g. Setiap siswa mendapatkan tugas untuk menceritakan ulang cerita rakyat tersebut didepan siswa lain.

3. PENUTUP

- a. Guru dan siswa menyimpulkan materi yang telah dipelajari
- b. Guru menutup proses pembelajaran

G. MEDIA

- Kartu yang berisi penggalan cerita

H. SUMBER BAHAN

- Internet

I. PENILAIAN

- Teknik : Reading Text
- Form : Essay

Collaborator,

Indah Sri Wahyuni

Pekanbaru, juli 2019

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Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN III

(RPP)

Sekolah : SMP NEGERI 3 Tapung Hulu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX/1

Alokasi waktu : 12 JP (6 pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (factual, konseptual dan procedural) berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 3.8 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan terkait legenda rakyat.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai konteks penggunaannya.

1. Fungsi Sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan.

2. Struktur teks

Dapat mencakup :

- Orientation
- Complication
- Resolution

- Re-orientation

3. Unsur kebahasaan

- Kalimat kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
- Kosakata: terkait karakter, watak, dan setting dalam legenda
- Adverbia penghubung dan penunjuk waktu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

D. TUJUAN PEMBELAJARAN

- Memahami fungsi sosial dan struktur dari naratif teks.
- Menemukan ide utama, informasi faktual, kosakata.
- Menjawab pertanyaan yang telah disediakan sesuai materi pembelajaran.

E. MATERI PEMBELAJARAN

THE LEGEND OF LAKE BATUR

A long time ago, there lived on the island of Bali a giant like creature named Kebo Iwo. The people of Bali used to say that Kebo Iwo everything, a destroyer as well as creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kebo Iwo very great angry. In his hunger, he destroyed all the house and all the temples. It made Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.

They asked Kebo Iwo to build them a very deep well, and rebuild all house and temples he had destroyed. After they fed Kebo Iwo, he began to dig deep hole. One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kebo Iwo was buried alive. Then the water in the well rose higher and higher at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mounth Batur.

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. PENDAHULUAN

- Guru mengucapkan salam dan tegur sapa
- Sebelum guru memeriksa kehadiran siswa, terlebih dahulu guru mengajak siswa untuk berdoa
- Guru menyiapkan suasana yang kondusif
- Guru mengajukan pertanyaan tentang pelajaran yang sudah dipelajari sebelumnya
- Guru menyebutkan tujuan pembelajaran atau kompetensi dasar yang akan dicapai

2. KEGIATAN INTI

- Guru memberikan teks kepada siswa
- Guru membagi siswa menjadi beberapa kelompok
- Setiap kelompok memprediksi, membuat pertanyaan dan mengklasifikasinya cerita narrative yang sudah ditentukan.
- Kemudian murid merangkum cerita berdasarkan apa yang telah mereka diskusikan.

- e. Guru membimbing jalannya process pembelajaran.

3. PENUTUP

- a. Guru dan siswa menyimpulkan materi yang telah dipelajari
b. Guru menutup proses pembelajaran

G. MEDIA

- Kartu yang berisi penggalan cerita

H. SUMBER BAHAN

- Internet

I. PENILAIAN

- Teknik : Reading Text
- Form : Essay

Pekanbaru, juli 2019

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Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN IV

(RPP)

Sekolah : SMP NEGERI 3 Tapung Hulu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX/1

Alokasi waktu : 12 JP (6 pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (factual, konseptual dan procedural) berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 3.8 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan terkait legenda rakyat.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai konteks penggunaannya.

1. Fungsi Sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan.

2. Struktur teks

Dapat mencakup :

- Orientation
- Complication
- Resolution

- Re-orientation

3. Unsur kebahasaan

- Kalimat kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
- Kosakata: terkait karakter, watak, dan setting dalam legenda
- Adverbia penghubung dan penunjuk waktu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

D. TUJUAN PEMBELAJARAN

- Memahami fungsi sosial dan struktur dari naratif teks.
- Menemukan ide utama, informasi faktual, kosakata.
- Menjawab pertanyaan yang telah disediakan sesuai materi pembelajaran.

E. MATERI PEMBELAJARAN

THE GOLDEN SNAIL

Long time ago there were a couple of husband and wife, they are Prince Raden and Dewi Limaran. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting.

"Yuck!" said Dewi Limaran and then she threw it away into a river.

She did not know that the snail was actually an old and powerful witch who was angry to Dewi Limaran. The witch then threw it away into a river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in the good condition. The floor was mopped. And she also had food on the table. She was thinking very hard.

"Who did this to me? The person is very kind." It happened again and again every morning.

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her.

"Who are you, young girl?"

"I am Dewi Limaran, ma'am. A witch cursed me, I can change back as a human only at night" explained Dewi Limaran.

"The spell can be broken if I hear the melody from the holy gamelan," continued Dewi Limaran.

The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere. He then prayed and meditated. He asked the Gods to give him the holy gamelan. He wanted to break the witch's spell.

After several days praying and meditating, finally Gods granted his wish. He immediately brought the holy gamelanto the old women's house. He played it beautifully. And then amazingly the golden snail turned into the beatiful Dewi Limaran

The couple was so happy that they could be together again. They also thanked the old women for her kindness. As a return, they asked to stay in the palace.

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. PENDAHULUAN

- a. Guru mengucapkan salam dan tegur sapa
- b. Sebelum guru memeriksa kehadiran siswa, terlebih dahulu guru mengajak siswa untuk berdoa
- c. Guru menyiapkan suasana yang kondusif
- d. Guru mengajukan pertanyaan tentang pelajaran yang sudah dipelajari sebelumnya
- e. Guru menyebutkan tujuan pembelajaran atau kompetensi dasar yang akan dicapai

2. KEGIATAN INTI

- a. Guru memberikan teks kepada siswa
- b. Guru membagi siswa menjadi 4 kelompok
- c. Setiap kelompok memprediksi, membuat pertanyaan yang terkait dengan story kemudian meklarifikasi kejelasan atas apa yang telah mereka prediksi dan berdiskusi untuk menjawab pertanyaan yang mereka temukan
- d. Kemudian murid meragkum cerita yang telah merak diskusikan.

3. PENUTUP

- a. Guru dan siswa menyimpulkan materi yang telah dipelajari
- b. Guru menutup proses pembelajaran

G. MEDIA

- Kartu yang berisi penggalan cerita

H. SUMBER BAHAN

- Internet

I. PENILAIAN

- Teknik : Reading Text
- Form : Essay

Pekanbaru, juli 2019

English Teacher

Collaborator,

Indah Sri Wahyuni

Indah Sari Devi

Mengetahui

Kepala Sekolah

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Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau

RENCANA PELAKSANAAN PEMBELAJARAN V

(RPP)

Sekolah : SMP NEGERI 3 Tapung Hulu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX/1

Alokasi waktu : 12 JP (6 pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (factual, konseptual dan procedural) berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 3.8 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan terkait legenda rakyat.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai konteks penggunaannya.

1. Fungsi Sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan.

2. Struktur teks

Dapat mencakup :

- Orientation
- Complication
- Resolution

- Re-orientation

3. Unsur kebahasaan

- Kalimat kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
- Kosakata: terkait karakter, watak, dan setting dalam legenda
- Adverbia penghubung dan penunjuk waktu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

D. TUJUAN PEMBELAJARAN

- Memahami fungsi sosial dan struktur dari naratif teks.
- Menemukan ide utama, informasi faktual, kosakata.
- Menjawab pertanyaan yang telah disediakan sesuai materi pembelajaran.

E. MATERI PEMBELAJARAN

THE BITTER TONGUE

Once upon a time, there was a prince named Serunting. He was son of a big giant named Tenggang prince. He had a wide rice field. His rice field was beside his cousin named Arya Tebing. Their rice field only separated by trees. Under the trees, grew some strange mushroom which faced to Serunting's rice field grew became gold. And the mushroom, which faced to Serunting's rice field grew became a useless plant. Because of that Serunting was jealous with him.

One day, a fight between them happened. After a moment, Arya Tebing stopped the fight. He realized that Serunting was stronger than him. He looked for the way to beat Serunting. At last, he knew it from Serunting's wife. It was a trembling grass even no wind to blow it. Then Arya Tebing asked Serunting to fight. Arya Tebing then became the winner after he embedded his spear to the trembling grass. Serunting got badly injured. So, he chose to wander because he was deceived by his wife and Arya Tebing.

On his wander, he meditated on Siguntang mount. In his meditation, he got a wish from the God "you must meditate under the bamboo tree until your whole body covered by bamboo leaves. Then Serunting did the massage and got the power. Every word that he said from his mouth will be changed to be a curse. Because of this, he called as the bitter tongue.

After got the power, he went home to his village. On the way home, he tested his power. He saw a yellow rice field and said "change into a stone!". In a second, the rice field changed into stones. Sometimes he cursed people on the way, but sometimes he did kindness with changing dried hill into forest. These were he did during his life.

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. PENDAHULUAN

- Guru mengucapkan salam dan tegur sapa
- Sebelum guru memeriksa kehadiran siswa, terlebih dahulu guru mengajak siswa untuk berdoa
- Guru menyiapkan suasana yang kondusif
- Guru mengajukan pertanyaan tentang pelajaran yang sudah dipelajari sebelumnya
- Guru menyebutkan tujuan pembelajaran atau kompetensi dasar yang akan dicapai

2. KEGIATAN INTI

- a. Guru memberikan teks kepada siswa
- b. Guru membagi siswa menjadi beberapa kelompok
- c. Guru meminta setiap grup untuk meprediksi cerita sebelum membaca
- d. Membuat pertanyaan yang terkait dengan cerita
- e. Mengklarifikasi apa yang telah mereka bahas
- f. Merangkum cerita berdasarkan apa yang telah mereka diskusikan

3. PENUTUP

- a. Guru dan siswa menyimpulkan materi yang telah dipelajari
- b. Guru menutup proses pembelajaran

G. MEDIA

- Kartu yang berisi penggalan cerita

H. SUMBER BAHAN

- Internet

I. PENILAIAN

- Teknik : Reading Text
- Form : Essay

Pekanbaru, juli 2019

Collaborator,

English Teacher

Indah Sri Wahyuni

Indah Sari Devi

Mengetahui

Kepala Sekolah

Drs. Harizon

NIP. 19690411 199802 1 001

RENCANA PELAKSANAAN PEMBELAJARAN VI

(RPP)

Sekolah : SMP NEGERI 3 Tapung Hulu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX/1

Alokasi waktu : 12 JP (6 pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (factual, konseptual dan procedural) berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 3.8 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan terkait legenda rakyat.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai konteks penggunaannya.

1. Fungsi Sosial

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2. Struktur teks

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- Resolution

- Re-orientation

3. Unsur kebahasaan

- Kalimat kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
- Kosakata: terkait karakter, watak, dan setting dalam legenda
- Adverbia penghubung dan penunjuk waktu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

D. TUJUAN PEMBELAJARAN

- Memahami fungsi sosial dan struktur dari naratif teks.
- Menemukan ide utama, informasi faktual, kosakata.
- Menjawab pertanyaan yang telah disediakan sesuai materi pembelajaran.

E. MATERI PEMBELAJARAN

The Narrative text of

- The Legend of Lake Batur
- Golden Cucumber
- Toba Lake
- Sangkuriang

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. PENDAHULUAN

- Guru mengucapkan salam dan tegur sapa
- Sebelum guru memeriksa kehadiran siswa, terlebih dahulu guru mengajak siswa untuk berdoa
- Guru menyiapkan suasana yang kondusif
- Guru mengajukan pertanyaan tentang pelajaran yang sudah dipelajari sebelumnya
- Guru menyebutkan tujuan pembelajaran atau kompetensi dasar yang akan dicapai

2. KEGIATAN INTI

- Guru menginstruksikan kepada siswa untuk merangkum cerita yang telah ditentukan
- Siswa mengerjakan test yang diberikan dengan waktu 60 menit

3. PENUTUP

- Guru dan siswa menyimpulkan materi yang telah dipelajari
- Guru menutup proses pembelajaran

G. MEDIA

- Kartu yang berisi penggalan cerita

H. SUMBER BAHAN

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I. PENILAIAN

- Teknik : Reading Text
- Form : Essay

Pekanbaru, juli 2019

Collaborator,

English Teacher

Indah Sri Wahyuni

Indah Sari Devi

Mengetahui

Kepala Sekolah

Drs. Harizon

NIP. 19690411 199802 1 001



Appendix 7

The total students' Reading in Pre-Test in Experiment Class According to the Two Raters.

No	Name of Students	Rater 1	Rater 2	Total	Average
1	Student 1	60	60	120	60
2	Student 2	80	85	165	82,5
3	Student 3	50	55	105	52,5
4	Student 4	55	50	105	52,5
5	Student 5	70	70	140	70
6	Student 6	50	50	100	50
7	Student 7	50	55	105	52,5
8	Student 8	80	85	165	82,5
9	Student 9	80	80	160	80
10	Student 10	50	50	100	50
11	Student 11	80	80	160	80
12	Student 12	80	70	150	75
13	Student 13	60	60	120	60
14	Student 14	70	60	130	65
15	Student 15	50	60	110	55
16	Student 16	55	50	105	52,5
17	Student 17	80	80	160	80
18	Student 18	55	55	110	55
19	Student 19	55	50	105	52,5
				Highest	82,5
				Lowest	50
				Total	1.207,5
				Average	63,5

Appendix 8:

The total of Students' Reading in Pre-Test in Control Class According to the Two Raters.

No	Name of Students	Rater 1	Rater 2	Total	Average
1	Student 1	50	50	100	50
2	Student 2	50	50	100	50
3	Student 3	60	50	110	55
4	Student 4	40	40	80	40
5	Student 5	35	40	75	37,5
6	Student 6	70	70	140	70
7	Student 7	50	50	100	50
8	Student 8	50	50	100	50
9	Student 9	70	70	140	70
10	Student 10	45	50	95	47,5
11	Student 11	55	50	105	52,5
12	Student 12	50	50	100	50
13	Student 13	55	60	115	57,5
14	Student 14	50	50	100	50
15	Student 15	55	50	105	52,5
16	Student 16	50	50	105	52,5
17	Student 17	50	50	100	50
18	Student 18	40	50	90	45
19	Student 19	50	50	100	50
20	Student 20	60	65	125	62,5
				Highest	70
				Lowest	40
				Total	935
				Average	49,2

Appendix 9:

The Total of Students' Reading in Post-Test in Control Class According to the Two Raters.

No	Name of Students	Rater 1	Rater 2	Total	Average
1	Student 1	75	80	155	77,5
2	Student 2	75	80	155	77,5
3	Student 3	90	90	180	90
4	Student 4	70	75	145	72,5
5	Student 5	75	75	150	75
6	Student 6	55	50	105	52,5
7	Student 7	75	75	150	75
8	Student 8	80	80	160	80
9	Student 9	75	75	150	75
10	Student 10	60	60	120	60
11	Student 11	70	65	135	67,5
12	Student 12	90	90	180	90
13	Student 13	70	65	135	67,5
14	Student 14	70	65	135	67,5
15	Student 15	60	50	110	55
16	Student 16	80	75	155	77,5
17	Student 17	60	50	110	55
18	Student 18	80	80	160	80
19	Student 19	75	70	145	72,5
				Highest	90
				Lowest	52,5
				Total	1.397
				Average	73,5

Appendix 10 :

The Total of Student' Reading in Post-Test in Experimental Class According Two Raters.

No	Name of Students	Rater 1	Rater 2	Total	Average
1	Student 1	90	85	175	87,5
2	Student 2	90	85	175	87,5
3	Student 3	95	90	185	92,5
4	Student 4	90	85	175	87,5
5	Student 5	80	70	150	75
6	Student 6	95	95	190	95
7	Student 7	90	85	175	87,5
8	Student 8	100	90	190	95
9	Student 9	100	100	200	100
10	Student 10	85	85	170	85
11	Student 11	100	95	195	97,5
12	Student 12	100	95	195	97,5
13	Student 13	85	85	170	85
14	Student 14	90	90	180	90
15	Student 15	95	90	185	92,5
16	Student 16	90	90	180	90
17	Student 17	100	100	200	100
18	Student 18	85	85	170	85
19	Student 19	85	80	165	82,5
				Highest	100
				Lowest	75
				Total	
				Average	

Appendix 11 : Students' Score at Pre-Test in Experiment Class from First Rater

Score					
Students	1	2	3	4	5
1	15	10	10	15	10
2	20	15	15	10	20
3	20	10	15	5	-
4	20	10	10	10	5
5	15	20	20	15	-
6	20	15	10	-	5
7	20	20	-	-	10
8	20	20	15	10	15
9	20	20	20	20	-
10	20	10	-	10	10
11	25	10	20	15	10
12	25	10	10	10	5
13	20	20	20	-	-
14	20	20	10	10	10
15	20	10	10	5	5
16	25	5	10	10	5
17	20	20	15	15	10
18	10	10	10	15	10
19	10	10	20	10	5

Appendix 12 : Students' Score at Pre-Test in Experiment Class from Second Rater

Students	Score				
	1	2	3	4	5
1	15	10	10	15	10
2	20	20	15	10	20
3	20	10	15	5	5
4	20	15	10	10	5
5	15	20	20	15	-
6	20	15	10	-	5
7	20	20	15	10	15
8	20	20	20	10	15
9	20	20	20	20	-
10	20	10	-	10	10
11	25	10	20	15	10
12	20	10	5	10	5
13	20	20	20	-	-
14	20	10	10	10	10
15	20	10	10	10	10
16	20	5	10	10	5
17	20	20	15	15	10
18	10	10	10	15	10
19	10	10	15	10	5

Appendix 13 : Students' Score at Post-Test in Experiment Class from First Rater

Students	Score																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	5	5	5	-
2	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	5	5	5	-
3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	5
4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-
5	5	5	5	5	5	5	-	5	-	-	5	5	5	-	5	5	5	5	5	5
6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
7	5	5	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	5	-
8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-	-
11	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
12	5	5	5	5	5	5	5	5	5	5		5	5	5	5	5	5	5	5	5
13	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-	-
14	5	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	5	5	-
15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
16	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-
17	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
18	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-	-
19	5	5	5	5	5	5	5	5	5	5	5	5	5	4	-	5	5	5	-	-

Appendix14: Students' Score at Post-Test in experiment Class from Second Rater

Students	Score																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	5	5	-	-
2	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	5	5	-	-
3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	-
4	5	5	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	-	-
5	5	5	5	5	5	5	-	5	-	-	5	5	5	-	5	5	5	5	-	-
6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-
7	5	5	5	5	5	5	5	5	5	5	-	5	5	-	5	5	5	5	5	-
8	5	5	-	5	5	5	5	5	5	-	5	5	5	5	5	5	5	5	5	5
9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-	-
11	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
12	5	5	5	5	5	-	5	5	5	5	5	5	5	5	5	5	5	5	5	5
13	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-	-
14	5	5	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	5	-
15	5	5	5	5	5	5	5	-	5	-	5	5	5	5	5	5	5	5	5	5
16	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	5	5	-	-
17	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
18	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-	-
19	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	-	5	5	-	-

Appendix 15: Students' Score at Pre-Test in Control Class from First Rater

Score					
Students	1	2	3	4	5
1	20	20	10	-	-
2	20	20	10	-	-
3	20	10	10	10	-
4	20	10	10	-	-
5	15	10	10	-	-
6	20	10	15	10	15
7	20	20	10	-	-
8	20	10	10	-	10
9	20	10	15	10	15
10	20	10	15	-	-
11	10	10	10	10	15
12	10	10	20	10	-
13	10	10	10	10	15
14	10	10	20	10	-
15	10	10	10	15	10
16	10	10	20	10	-
17	10	10	10	10	10
18	20	10	-	-	10
19	10	10	20	10	-

Appendix 16: Students' Score at Pre-Test in Control Class From Second Rater

Students	Score				
	1	2	3	4	5
1	20	20	10	-	-
2	20	20	10	-	-
3	20	10	5	5	-
4	20	10	10	-	-
5	10	10	10	-	-
6	20	10	15	10	15
7	20	20	10	-	-
8	20	10	10	-	10
9	20	10	15	10	15
10	20	10	10	-	-
11	10	10	10	10	15
12	10	10	20	10	-
13	10	10	10	15	15
14	10	10	20	10	-
15	10	10	20	10	-
16	10	10	10	10	10
17	10	10	10	10	10
18	20	15	-	-	15
19	15	10	20	10	-

Appendix 17 : Students' Score at Post-Test in Control Class First Rater

Students	Score																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	5	5	-	-	5	5	5	-	5	-	5	5	5	5	5	5	5	5	5	-
2	5	5	-	-	5	5	5	-	5	-	5	5	5	5	5	5	5	5	5	-
3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	-
4	5	5	5	5	5	5	5	5	-	-	5	5	-	-	5	5	-	5	5	-
5	5	5	-	-	5	5	5	-	5	-	5	5	5	5	5	5	5	5	5	-
6	5	5	5	-	5	5	-	-	5	-	5	5	5	5	-	5	-	-	-	-
7	5	5	5	-	5	5	5	5	5	-	5	5	5	-	-	5	5	5	5	-
8	5	5	5	5	5	5	5	5	5	-	5	5	-	5	5	5	5	5	-	-
9	5	5	5	5	5	5	5	5	-	5	5	-	-	5	5	5	5	5	-	-
10	5	5	5	5	5	5	-	-	-	-	5	-	5	-	5	5	5	5	-	-
11	5	5	5	5	5	5	5	5	-	-	5	5	-	-	5	5	-	5	5	-
12	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	-
13	5	5	5	-	5	5	5	5	-	5	5	5	-	5	5	5	5	-	-	-
14	5	5	5	5	-	5	5	5	-	5	5	5	5	5	-	5	5	-	-	-
15	5	5	5	4	-	5	5	-	-	-	5	5	5	5	-	5	5	-	-	-
16	5	5	5	5	5	5	5	5	5	-	5	5	-	5	-	5	5	5	5	-
17	5	5	5	4	-	5	5	-	-	-	5	5	-	5	-	5	5	5	-	-
18	5	5	5	5	5	5	-	5	5	-	5	5	-	5	-	5	5	5	5	5
19	5	5	-	5	5	5	5	5	-	-	5	5	-	5	5	5	5	5	-	5

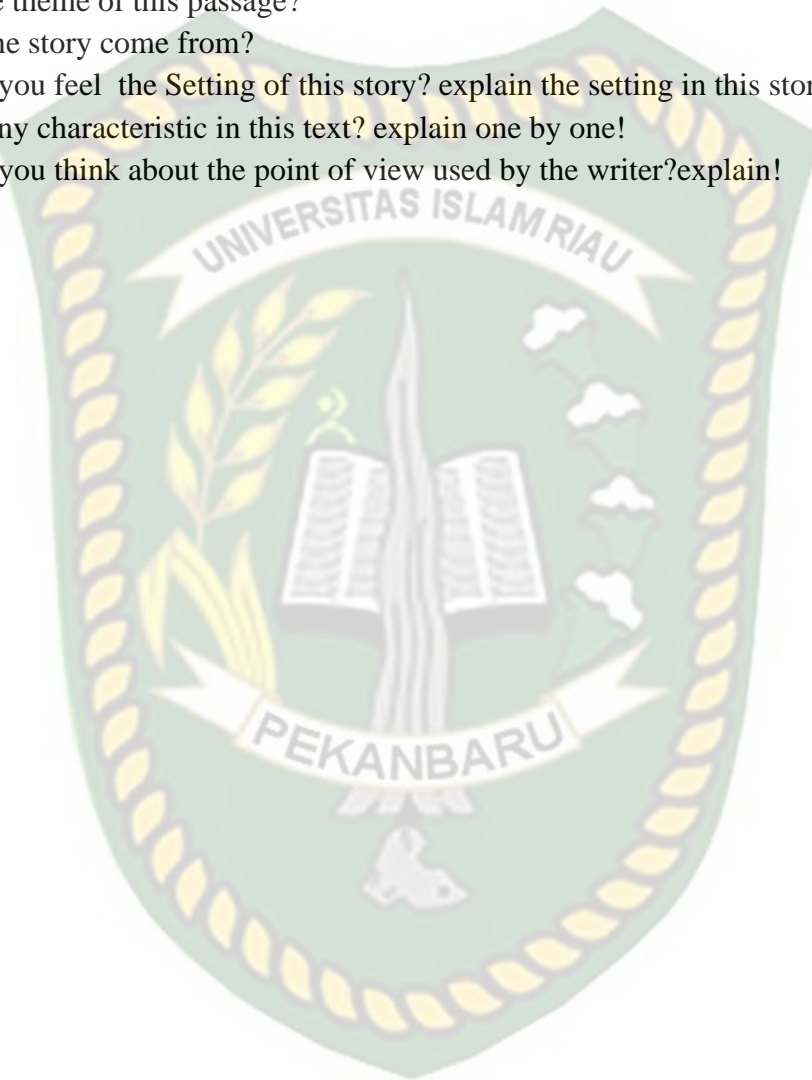
Appendix 18 : Students' Score at Post-Test in Control Class from Second Rater

Students	Score																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	5	5	-	-	5	5	5	5	5	-	5	5	5	5	5	5	5	5	5	-
2	5	5	-	-	5	5	5	5	5	-	5	5	5	5	5	5	5	5	5	-
3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	-
4	5	5	5	5	-	5	5	5	-	-	5	5	-	-	5	5	-	5	5	-
5	5	5	-	-	5	5	5	-	5	-	5	5	5	5	5	5	5	5	5	-
6	5	5	5	-	5	5	-	-	-	-	5	5	5	5	-	5	-	-	-	-
7	5	5	5	-	5	5	5	5	5	-	5	5	5	-	-	5	5	5	5	-
8	5	5	5	5	5	5	5	5	5	-	5	5	-	5	5	5	5	5	-	-
9	5	5	5	5	5	5	5	5	-	5	5	-	-	5	5	5	5	5	-	-
10	5	5	5	5	5	5	-	-	-	-	5	-	5	-	5	5	5	5	-	-
11	5	5	5	5	-	5	5	5	-	-	5	5	-	-	5	5	-	5	5	-
12	5	5	5	5	5	5	5	5	5	5	5	5	5	5	-	5	5	5	5	-
13	5	5	5	-	5	5	-	5	-	5	5	5	-	5	5	5	5	-	-	-
14	5	5	5	-	-	5	5	5	-	5	5	5	5	5	-	5	5	-	-	3
15	5	5	5	5	-	5	-	-	-	-	5	5	-	5	-	5	5	-	-	-
16	5	5	5	5	5	5	5	5	5	-	5	5	-	5	-	5	5	5	5	-
17	5	5	5	5	-	5	-	-	-	-	5	5	-	5	-	5	5	5	-	-
18	5	5	5	5	5	5	-	5	5	-	5	5	-	5	-	5	5	5	5	5
19	5	5	-	5	5	5	5	5	-	-	5	-	-	5	5	5	5	5	-	5

Appendix 19 : PRE-TEST

Question

1. What are theme of this passage?
2. Where the story come from?
3. How do you feel the Setting of this story? explain the setting in this story!
4. How many characteristic in this text? explain one by one!
5. How do you think about the point of view used by the writer?explain!



Appendix 20 : POST-TEST

Answer the following questions based on the text.

THE LEGEND OF LAKE BATUR

A long time ago, there lived on the island of Bali a giant like creature named Kebo Iwo. The people of Bali used to say that Kbo Iwo everything , a destroyed as well as creator. He was satified with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kebo Iwo wild great angre. In his hunger, he destroyed all the house and all the temples. It made Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.

They asked Kebo Iwo to build them a very deep well, and rebuild all house and temples he had destroyed. After they fed Kebo Iwo, he began to deep hole. One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to trow the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kebo iwo was buried alive. Then the water in the well rose higher and higher at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mounth Batur.

1. Who was Kebo Iwo?
2. Where did the story happen?
3. What had caused Kebo Iwo's anger?
4. What made him satisfied?
5. How could Kebo Iwo fall asleep in the hole?

GOLDEN CUCUMBER

Long time a go in a small village lived an old women who named Mbok Sirni. She lived alone, her husband died. She very wanted to have a child. One day, she met Buto Ijo to ask a child. Buto Ijo gived her cucumber. And in the big grow to be big cucumber. And in the big cucumber there was a baautiful baby. Buto Ijo said again, "i want to take her when she is 16 years old"

Mbok Sirni allowed. She planted the seed in front of her house. In the next day she found a big cucumber in her yard, and when she opened that cucumber there was beautiful baby named Timun Mas.

Years passed by and Timun Mas has grew to become a lovely and beautiful little girl. She was also smart and kind. Mbok Sirni kept thinking about the time that the giant would take Timun Mas away from her. One day, Mbok Sirni had a dream. In order to save Timun Mas from the giant, she had to meet a holy man who lived in Mount Gundul. The morning, Mbok Sirni took leave of Timun Mas to go to Mount Gundul. The holy man then geve her four little bags, each one containing cucumber seeds, needles, salt, shrimp paste. “Timun Mas can use this to protect herself”, said the holy man to Mbok Sirni.

A few later, the giant come to see Mbok Sirni about her promise. And the giant saw Timun Mas running to the woods. The giant was angry. The giant getting closer and Timun Mas open the first bag is cucumber seed, she threw and instantly the grew into large cucucmber field. But the giant ate them all. Timun Mas took the second bag with needles. Needles turned into bamboo trees, sharp and thorny. Even giant body bled and scratched but he made it and still chasing Timun Mas. this third bag which is Timun Mas threw to the giant, she spilled the salt turned into deep sea. The giant almost drown and had to swim to cross the sea. She threw the last bag is shrimp taste and turned a big swamp of boiling mud amd the giant drowned and died. Timun Mas went home and lived happily ever after with Mbok Sirni.

6. Who were the characters of the story?
7. Where did the story happen?
8. How did the farmers get their daughter?
9. Why did the giant come again to the farmer's house?
10. How did the giant die?

TOBA LAKE

Once upon a time, there was a man who was living in north Sumatra called Toba. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into beautiful princess. He felt in love with her and proposed her to be his wife. She said; “yes, but you have to promise not to tell anyone about the secret that i was once a fish, otherwisw there will be a huge disaster”. The man made the deal and they got married, lived happily and had a son.

Few years later, this daughter would help bringing lunch to his father out in the fields. One day, his son was so hungry and he ate his father's lunch. Unfortunately, he found out and got furious, and shouted; “you damned son of a fish”. The daughter ran home and asked his mother. The mother started crying. Felt sad that her husband had broke his promise.

Then she told her son to run up the hills because a huge disaster was about to coe. When her son left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where did story happen?

12. Who were the characters of the story?
13. Why did Toba get angry to his son?
14. Why did Toba's wife get angry to him?
15. What happened after the Toba's wife prayed?

Sangkuriang

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunting to the wood using his arrow. When he went hunting , Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

16. Who was tumang?
17. Why did she get married with Tumang?
18. Why did Sangkuriang kill Tumang?
19. What was the requirement of Dayang Sumbi to eject Sangkuriang's proposal?
20. What moral values can we learn from the story?

