

**THE EFFECTIVENESS OF RECIPROCAL TECHNIQUE  
ON STUDENTS' READING SKILL AT 10<sup>TH</sup> GRADERS  
IN SMA MA'ARIF NU KARANGANYAR PURBALINGGA**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic  
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of  
Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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Declare that the thesis I have compiled with the title **“The Effectiveness of Reciprocal Technique on Students’ Reading Skill at 10<sup>th</sup> Graders in SMA Ma’arif NU Karanganyar Purbalingga”** is truly my own and is not plagiarism of someone else’s thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic section (revocation of graduation and bachelor’s degree)

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### APPROVAL SHEET

This thesis, entitled:

**"THE EFFECTIVENESS OF RECIPROCAL TECHNIQUE  
ON STUDENTS' READING SKILL AT 10TH GRADERS  
IN SMA MA'ARIF NU KARANGANYAR PURBALINGGA"**

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*Wassalamu'alaikum Warahmatullahi Wabarakaatuh*

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**THE EFFECTIVENESS OF RECIPROCAL TECHNIQUE ON  
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**Abstract:** This research investigated the effectiveness of the reciprocal technique on students' reading skills at 10<sup>th</sup> graders in SMA Ma'arif NU Karanganyar Purbalingga. The study employed a quasi-experimental design involving two groups: class X-B as the experimental group, which was taught using the reciprocal technique, and class X-E as the control group, which received the conventional method. Data were collected through pre-tests and post-tests consisting of 50 validated multiple-choice questions based on recount texts. The results were analyzed using IBM SPSS Statistics 27. The paired-sample T-test showed significant improvements in both groups, indicating that both teaching methods enhanced students' reading skills. However, the independent T-test revealed that the experimental group achieved significantly higher post-test scores than the control group ( $\text{sig } 0.008 < 0.05$ ). These findings demonstrated that the reciprocal technique is effective in improving reading comprehension. The technique fosters active participation, collaboration, and critical thinking by engaging students in predicting, questioning, clarifying, and summarizing. This student-centered approach enhances academic achievement and motivation, particularly in understanding the texts.

**Keywords:** *Effectiveness, Reciprocal Technique, Reading Skills*

## MOTTO

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ ﴿٣٩﴾ وَأَنَّ سَعْيَهُ سَوْفَ يُرَىٰ ﴿٤٠﴾

“And that man only gets what he has worked for. And that his efforts will later be shown (to him)”

(QS. An-Najm: 39-40)

"The best way to find yourself is to lose yourself in the service of others"

*~Mahatma Gandhi~*



## DEDICATION

*I dedicate this thesis to:*

*My precious parents, Mr. Puji Munandar and Mrs. Dasinah;*

*My lovely brothers, Ainul Yakin and Muhammad Faiz;*

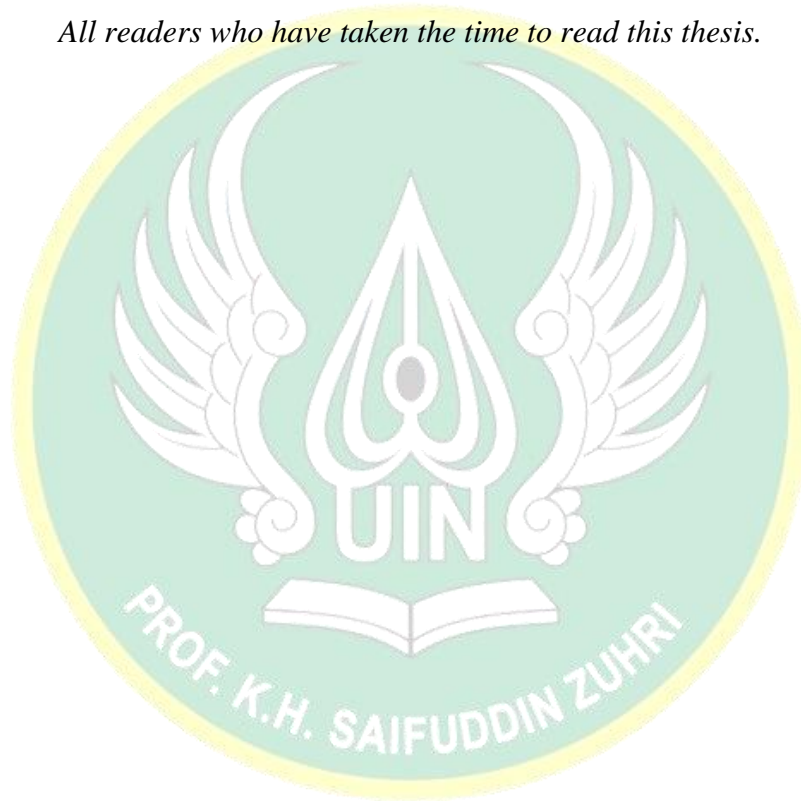
*My precious teachers and lecturers;*

*My dearest family;*

*My lovely friends;*

*Myself who did the best;*

*All readers who have taken the time to read this thesis.*



## PREFACE

In the name of Allah, may praise always be to Allah SWT, for blessing me with his mercy and guidance to finish this thesis entitled “The Effectiveness of Reciprocal Technique on Students’ Reading Skill at 10<sup>th</sup> Graders in SMA Ma’arif NU Karanganyar Purbalingga”. This thesis is presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto. The writer would like to express the deep gratitude and appreciation to:

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Purwokerto, December 24<sup>th</sup> 2024



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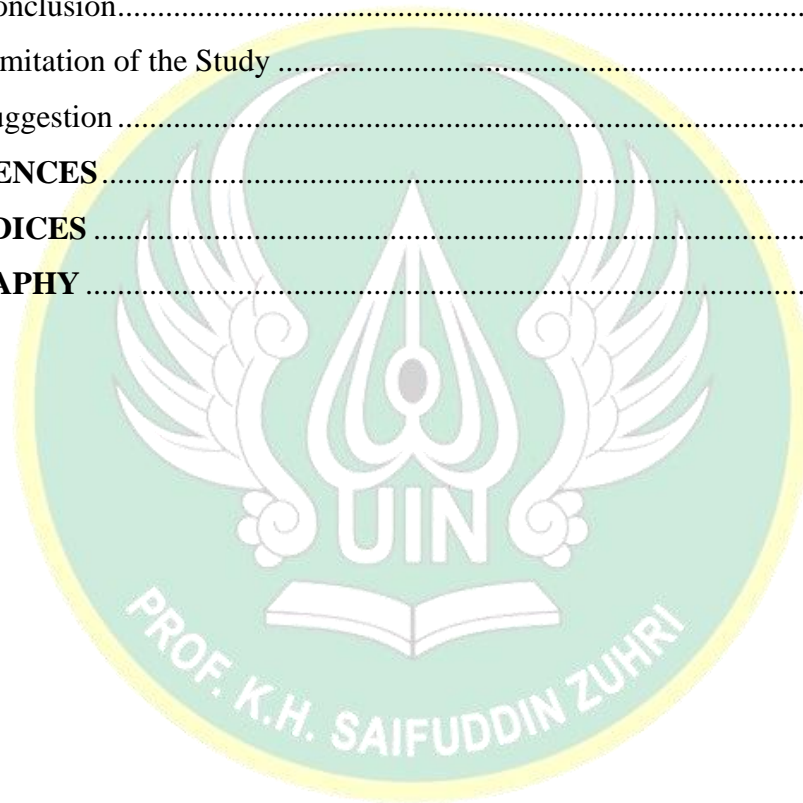
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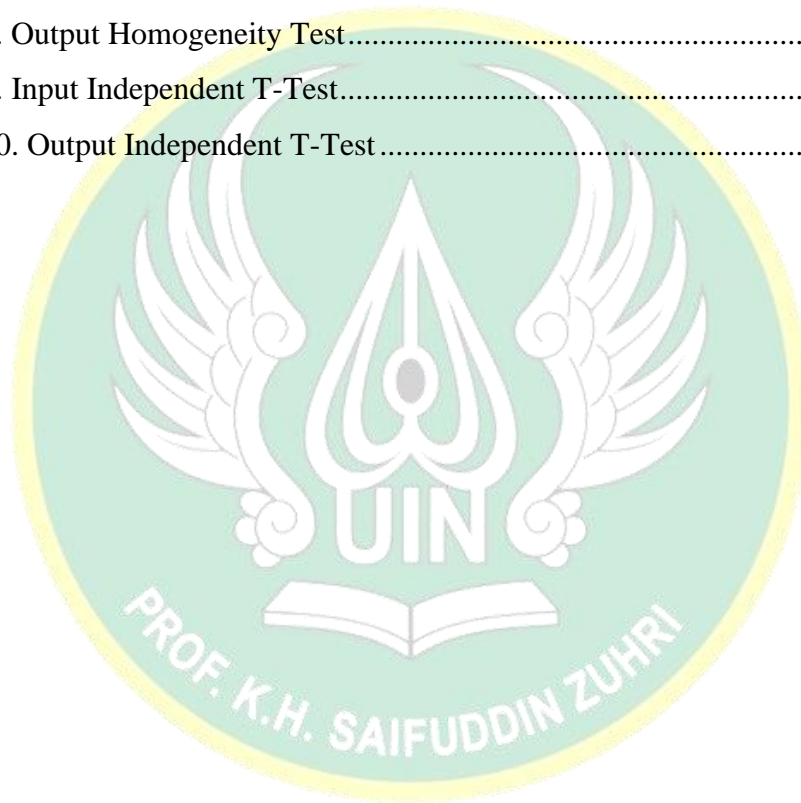


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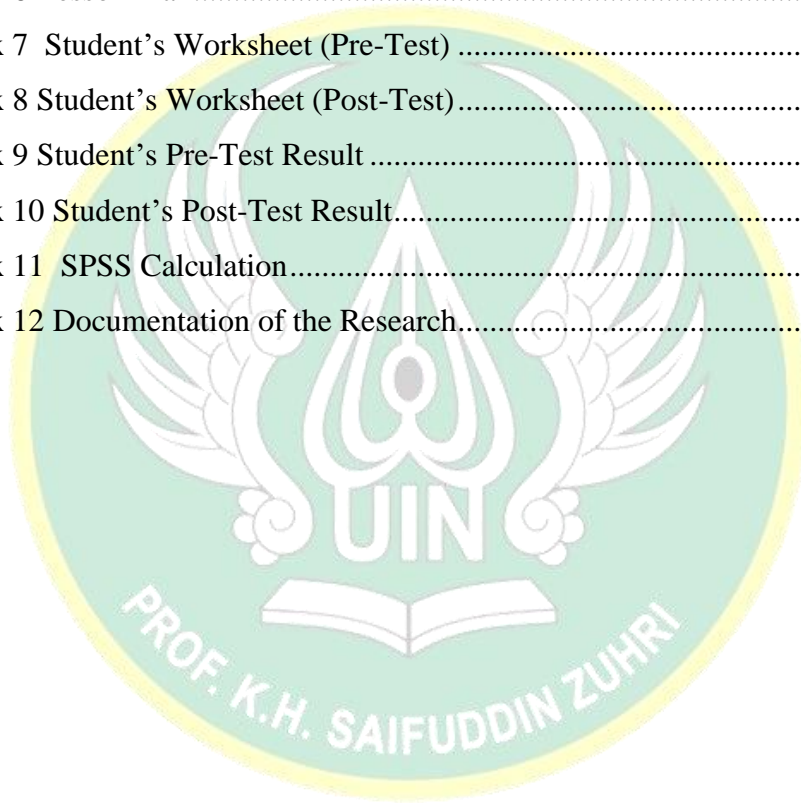
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Reading is one of the essential skills in language learning that students need to master. Proficient reading ability allows students to comprehend various texts, acquire knowledge, and succeed academically across different subjects (Mualim & Aziez, 2020). Reading as one of the crucial skills taught in English as a Foreign Language (EFL) helps students gather information and enhance their knowledge through various texts. Proficiency in comprehending texts is particularly emphasized for senior high school students, as stated in the Merdeka Curriculum Kemendikbudristek, (2022) in the reading elements of phase D, students are required to locate and evaluate main ideas and specific information in texts of different genres. These elements guide teachers in designing teaching materials effectively. This implies that students can acquire knowledge and comprehend the text thoroughly by understanding the reading text. Reading may be the most basic skill that students must acquire before rising to other skills.

Although reading ability is a very important basic skill, many students have difficulties in developing this skill. Some of the common problems students face in reading include lack of motivation, limited vocabulary, ineffective reading strategies, and difficulties in comprehension of complex texts (Gedik & Akyol, 2022). Many students lack interest in reading activities, which can be caused by various factors such as a lack of interesting reading materials or a lack of understanding of the importance of reading. Students also often have difficulty in comprehending texts due to limited vocabulary, which hinders overall comprehension. Moreover, numerous learners are unaware of employing effective reading techniques and tend to read texts in a straight line without using comprehension methods like skimming, scanning, and noting important points.

Therefore, it is crucial to present different methods for teaching reading that can improve students' understanding of what they read. Due to

the importance of reading, there are several techniques available to boost comprehension. One such method is the reciprocal teaching technique, which is a collaborative approach where teams of students engage in activities like predicting, questioning, clarifying, and summarizing (Palinscar & Brown, 1984). This technique fosters a cooperative reading environment and contributes to the development of students' comprehension skills within a group setting.

The reciprocal teaching technique is a cooperative study between students and teachers. They take turns leading discussions about a specific reading, working together to tackle challenges in understanding the text and enhancing comprehension. Proficient comprehension of the text is vital for students, as it empowers them to answer questions and grasp the content. As mentioned by Quezada in Sabbara (2016), reciprocal teaching is an interactive approach designed to enhance reading comprehension. The teacher guides the students using the technique and offers feedback during the discussion.

During the preliminary study conducted at SMA Ma'arif NU Karanganyar, it was discovered that several students faced difficulties in reading. These challenges arose from a lack of understanding of new words within a text due to insufficient vocabulary mastery. Additionally, they struggled with identifying specific information, understanding the main idea of a text, determining word references, and making inferences. These difficulties hindered their ability to interpret information from the text. Apart from vocabulary issues, it was noted that SMA Ma'arif NU Karanganyar still used conventional teaching techniques. The teacher would elaborate on a text by translating it word by word, therefore more effective techniques are needed in the teaching-learning process. Active student engagement in the teaching-learning process can be achieved using appropriate techniques and materials.

Several researchers have extensively studied the effectiveness of reciprocal techniques in the teaching and learning process. For instance, a study conducted by Murti et al., (2023) found that implementing reciprocal teaching led to a significant improvement in students' reading comprehension scores. The post-test results showed a substantial difference between the experimental and control groups, supporting the effectiveness of the reciprocal technique in enhancing students' reading comprehension abilities. Another article conducted by Fajriyah (2022) found that the quantitative research findings indicated the reciprocal teaching technique was effective in improving students' reading comprehension of descriptive text, as evidenced by all students achieving the minimum score requirement. The research by Ramadan & Abdel Razeq (2022) also found that implementing reciprocal teaching strategies had a significant positive impact on students' reading comprehension abilities.

Based on the previous research, it can be inferred that the use of reciprocal teaching techniques has the potential to enhance reading abilities among students. The earlier studies primarily concentrated on the interpretation of post-test results. This situation led to an exploration of whether there was a notable improvement in students' reading comprehension before and after implementing the reciprocal teaching technique. Therefore, the researcher wants to conduct a study entitled "The Effectiveness of Reciprocal Technique on Students' Reading Skill at 10<sup>th</sup> Graders in SMA Ma'arif NU Karanganyar Purbalingga".

## **B. Operational Definition**

It is important to define the variables of this study to keep away from a false impression of the problem. Besides that, the definition of the variables of this study is to guide the data analysis. This study focused on the effectiveness of reciprocal techniques on students' reading skills. These are the brief definitions of terms used in this study:

## 1. Reciprocal Technique

The reciprocal technique is collaborative. In this technique, students work together to grasp the text, training them to share a common perspective. According to Abrori et al., (2023), this instructional method is specifically designed to support students who are able to decode language but face difficulties in comprehending the text. In essence, the reciprocal technique serves as a model for teaching reading comprehension by encouraging students to engage in discussions, exchange their experiences, and share ideas related to their understanding of the text. By actively participating in these exchanges, students can clarify concepts, enhance their critical thinking skills, and improve their ability to make connections between the text and their own knowledge.

## 2. Reading Skill

Reading stands out as a crucial language skill that every individual should learn and master (Septia et al., 2022). It includes the steps of getting and understanding information in written text. Through reading, individuals can engage with emotions and thoughts, acquire information, and enhance their knowledge in various fields. As Sabiq, (2018) asserts that reading is a cognitive process involving thinking and reasoning. This implies that, when reading a text, the reader employs their brain to think and reason. Drawing from the definitions above, it can be concluded that reading is an activity carried out by a reader to understand the writer's intentions. Additionally, while reading the reader engages their brain to contemplate and analyze. Reading skill as stated by Ahmadi (2017) refers to the ability to decode written text and comprehend its meaning effectively. It involves various sub-skills, such as identifying main ideas, understanding vocabulary, making inferences, and critically analyzing the text. Mastery of reading skills enables individuals to interpret information accurately and apply it in different contexts, contributing to their academic and personal growth.

### **C. Research Question**

Based on the background that has been explained above, this research is formulated in the following question:

“Does reciprocal technique have a significant effect on students’ reading skills at 10<sup>th</sup> graders in SMA Maarif NU Karanganyar Purbalingga?”

### **D. Objectives of the Research**

Based on the statement in the background of the study, the objectives of the research are to find out the significant effect of reciprocal techniques on students’ reading skills at 10<sup>th</sup> graders in SMA Ma’arif NU Karanganyar Purbalingga.

### **E. Significances of the Research**

These significances can be categorized into two aspects, there are theoretical and practical significances.

#### **a. Theoretical Significances**

The theoretical significance of this research is:

- 1) It is hoped that this study can provide an effective teaching method for enhancing reading skills.
- 2) This study is expected to contribute to improving students’ reading abilities.

#### **b. Practical Significances**

The practical significance of this research is:

- 1) For teachers

The result of this study is expected to be useful in teaching English to attract students to reading skills.

- 2) For school

Hopefully, the findings from this research will bring benefits by providing new perspectives on teaching techniques.

- 3) For other researchers

Researchers are anticipated to gain perspectives and undertake future studies on different aspects of teaching reading.

## **F. Structures of the Research**

The structure of this study consists of five chapters. Each chapter explained different parts of the research as follows:

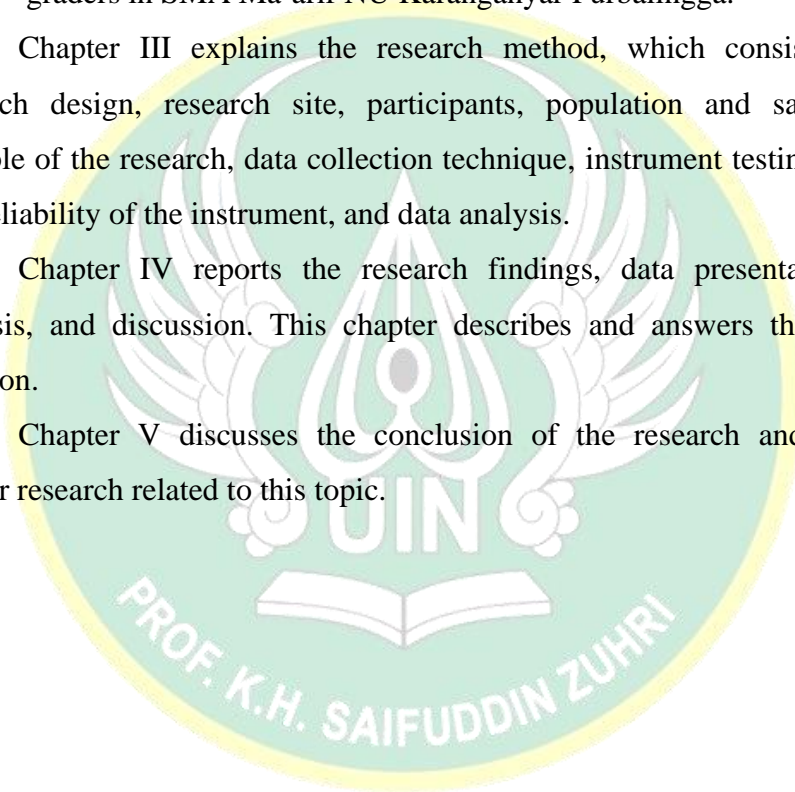
Chapter I begins with an introduction. This chapter defines the background of the study, operational definition, research question, objectives and significance of the research, and structure of the research.

Chapter II presents the literature review, previous studies, and the conceptual framework of reciprocal technique on students' reading skills in the 10<sup>th</sup> graders in SMA Ma'arif NU Karanganyar Purbalingga.

Chapter III explains the research method, which consists of the research design, research site, participants, population and sample, the variable of the research, data collection technique, instrument testing, validity and reliability of the instrument, and data analysis.

Chapter IV reports the research findings, data presentation, data analysis, and discussion. This chapter describes and answers the research question.

Chapter V discusses the conclusion of the research and suggests further research related to this topic.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

##### **1. Reading Skill**

###### **a. Definition of Reading**

One crucial element of language proficiency is the act of reading, which holds significance in providing learners with extensive information derived from their reading materials. Reading serves as a gateway to knowledge, allowing individuals to access a wealth of information (Ahmadi, 2017). Successful engagement in the reading process requires strong comprehension skills to effectively grasp and understand the ideas or information presented. Without comprehension, the entire reading process becomes devoid of meaning.

Based on Mualim & Aziez, (2020) explanation, the core elements of defining reading involve absorbing, understanding, interpreting, and assigning an interpretation. Beyond gaining knowledge, readers also have crucial roles in understanding and making sense of the presented information. There are two main reasons why people read, for pleasure and to obtain information. Readers are responsible for recognizing the written symbols and comprehending the text, allowing them to derive meaningful insights or take practical steps based on the acquired information.

In other sources, Grabe & Stoller, (2019) stated that reading is characterized as the ability to comprehend meaning from the written page and accurately interpret information. The process through which students extract information from written text constitutes the act of reading. This process is linked to how readers can effectively communicate meaning through written symbols and mentally process the information. Readers need to recognize that they are actively

engaging with the text, extracting meaning through their interaction with the written content.

It can be concluded that reading is a crucial skill that every student at any level should master. Effective reading enables students to fully extract the required information from printed pages or written materials. To comprehend the meaningful messages conveyed by authors through printed or written graphics and verbal symbols, readers must actively engage their language and thought processes, connecting their perceptions and skills. In essence, proficient reading is indispensable for students to navigate and understand the content presented in various forms of written communication.

#### **b. Kinds of Reading**

Reading has been classified into three types such as extensive, intensive, and oral reading (Jose & Dharma Raja, 2011).

##### **1. Extensive reading**

Extensive reading is aimed at encouraging students to read large amounts of material for general understanding and enjoyment (Prayuda et al., 2023). The primary objective is to obtain information and grasp the overall meaning of the text rather than focusing on linguistic details. This type of reading is beneficial for building fluency and confidence, as students engage with a variety of texts that are interesting and comprehensible to them. It is often associated with reading for pleasure and is considered an effective way to improve language skills over time (Alyousef, 2006).

##### **2. Intensive reading**

This type of reading involves a detailed and thorough examination of a text (Moon & Kwan, 2022). It is often used in instructional settings focusing on developing specific reading skills. Students may encounter unfamiliar vocabulary, idiomatic expressions, and complex ideas during intensive reading. The goal is to enhance comprehension and critical thinking skills, as students are

encouraged to analyze the text deeply and answer comprehension questions related to it. This method is characterized by a focus on understanding the nuances and details of the material being read (Septia et al., 2022).

### 3. Oral reading

Oral reading involves reading aloud, which is particularly beneficial for beginners (Molina & Reflinda, 2022). It helps students practice their speech habits, including intonation and pronunciation. Oral reading serves as a foundation for silent reading, leading to fluency, which is crucial for comprehension. While it is an important practice for developing reading skills, it is suggested that as students advance, they should transition to silent reading to enhance efficiency and comprehension (Jose & Dharma Raja, 2011).

### c. Aspects of Reading

As stated by Nuttal in Ma'rifah et al., (2017), students can enhance their understanding of English texts by focusing on five crucial aspects of reading. These aspects comprise recognizing the main idea, extracting specific information, comprehending references, making inferences, and grasping vocabulary.

#### 1. Main Idea

Each paragraph contains a central theme or main idea, representing the essence or conclusion of the entire text. Identifying the main idea of a text is a fundamental objective in reading. This goal is commonly emphasized in reading instruction and assessments (Stevens et al., 2019). The main idea is identified as the most significant concept articulated in the topic sentence and further elaborated by supporting sentences within a single paragraph (Olviyanti, 2011). Comprehension, in many cases, revolves around grasping this main idea. Typically, the topic sentence serves as a guide, outlining what the paragraph will

address, as the main idea is the singular notion that the paragraph aims to develop. Consequently, once the topic is discerned, the identification of the main idea becomes imminent. In essence, the main idea encapsulates the crucial point or principal thought about the topic.

## 2. Specific Information

Based on Luana & Fien, (2022), specific information or supporting details play a crucial role in furnishing readers with additional insights into the main idea or subject of a passage. These details serve to expand upon and provide more context for the central concept. Recognizing and understanding these details within a text allows the reader to glean a wealth of information and attain a more comprehensive understanding of the overall content.

## 3. Reference

In language and communication context, the reference refers to the relationship between objects, where one object is used to designate, connect to, or link to another object. It's a fundamental aspect of language that allows us to point to or indicate specific things, facilitating effective communication and understanding. According to Do & Hien, (2020), reference is a connection existing between expressions and the subjects that speakers intend to convey through those expressions. These references, found in reading materials, can be words or phrases positioned before or after the actual reference. They serve the purpose of preventing needless repetition and act as signals to guide the reader in seeking the meaning elsewhere within the text.

## 4. Inference

Improving understanding requires making thoughtful conclusions by carefully considering all the information. It is a strategy for grasping ideas to reach conclusions that aren't directly

mentioned in the text. This process depends on the clues given in the text (Warnidah et al., 2018). Readers collect clues from the text and combine them with their own experiences to draw conclusions and inferences. This is because texts may not explicitly provide every detail to the readers.

## 5. Vocabulary

Generally, vocabulary refers to all the words in a specific language or field. As noted by (Rahmasari M et al., 2023), the importance of vocabulary in reading is clear: a strong vocabulary, including an understanding of word meanings and how they are used, plays a crucial role in both reading comprehension and acquiring knowledge. When readers lack a solid grasp of the meanings of most words, they encounter difficulties in understanding a text.

Reading comprehension involves identifying main ideas, locating specific information, identifying references, making inferences, and employing vocabulary. Each aspect of reading necessitates distinct skills. Consequently, to thoroughly understand the text, readers must proficiently integrate these various skill sets.

### d. Concept of Teaching Reading

To improve students' reading skills, teachers must work hard to teach them why, how, and when to use the specific strategies presented to productive readers. Reading strategies helped students overcome their reading comprehension deficits in learning English. Using appropriate strategies, students will improve their reading comprehension (Sonya and Eka, 2021).

Three main components were found in the recommendations for effective comprehension strategies (Mudzielwana, 2013). The main areas are:

- 1) Teaching instructional strategies through knowledge of content, techniques, and restrictions.

- 2) Transfer of responsibility from the teacher to the student.
- 3) Use of various strategies, to guide students in understanding the text, teachers must clearly show students what they are doing in reading and help them find information in the document accurately.

Good reading instruction requires teachers to do more than ask students to read for themselves. This is because students get confused with the content of the text and find it difficult to answer the questions based on the text. Teachers should provide opportunities for students to improve their understanding and interaction with their environment, including discussions with peers and teachers. Most students in the United States learn through the instruction and practice of cognitive strategies. These include predicting, clarifying, activating prior knowledge, summarizing, and questioning to improve reading comprehension in the classroom (Hwang et al., 2023). It concluded that comprehension strategies are truly essential in teaching reading comprehension.

The teaching of reading was divided into three stages; pre-reading, while reading, and post-reading (Nadirah et al., 2022).

1. Pre-reading

In this stage, teachers start to introduce the topic by prompting, scanning, scanning, predicting, and activating the schemes so that the students can improve their knowledge and skills about the text when they start reading (Damsgaard et al., 2022). Then the strategies used in this stage are to identify the purpose of reading, activate and build background knowledge, and preview the text to create expectations.

2. While reading

In this phase, teachers helped and guided students to understand certain content and come up with the rhetorical structure of the text (Hasibuan, 2017).

### 3. Post-reading

The teachers discussed with the students at this stage and found out the author's purpose, and reasoning, studied the grammatical structures, and guided the students to continue the writing practice (Nadirah et al., 2022).

#### e. Reading Comprehension

Understanding the text is a crucial skill in reading, as it helps readers follow the passage's flow. Through comprehension, readers can capture the essence of the text. As readers actively participate in the reading process, they strive to comprehend the content using their skills. Reading and comprehension go hand in hand, as reading inherently involves understanding.

According to Ahmadi, (2017), reading comprehension is described as extracting and constructing meaning simultaneously through active interaction with written language. To fully understand, a reader requires a diverse range of capacities and skills. These include cognitive abilities like attention, memory, critical analysis, inference, and visualization. Additionally, motivation plays a vital role, encompassing a purpose for reading, interest in the content, and confidence as a reader. Various forms of knowledge, such as vocabulary, domain expertise, linguistic and discourse understanding, and familiarity with specific comprehension strategies, are also essential for effective reading comprehension.

Similarly, Janette K., (2007:8) describe that understanding what you read is a complex and multifaceted activity. It involves various interactions between readers and their contributions to the text, such as prior knowledge and the use of strategies. Additionally, elements related to the text itself, like interest in the content and understanding different types of texts, play a significant role in this intricate process.

From the explanation above, we can infer that reading comprehension includes grasping the meaning of a reading text or the process of making sense of it. In the reading process, comprehension is crucial for building a mental picture of the passage. Having the ability to understand enables readers to extract specific information from the text. The comprehension process involves interpreting the writer's words and then using background knowledge to create an approximate understanding of the writer's message. Therefore, if the reader successfully gains information from the text, it indicates an effective interaction between them and the writer.

**f. Level of Reading Comprehension**

Burns, et al (1984:177-191) as cited in Situmorang, (2017) propose four levels of comprehension:

**1. Literal comprehension**

Literal comprehension stands as the most basic and straightforward level of retrieving information from the text, as the information is explicitly presented within the text itself (Nurjanah, & Putri, 2020). This stage requires grasping the concepts and details explicitly mentioned in the passage. It involves understanding word meanings, recalling stated details, rephrasing, and interpreting grammatical cues like subjects, verbs, pronouns, and conjunctions. Reading comprehension questions at this level focus on facts and specific details. The reading skills associated with this stage include finding particular information in the text, comprehending vocabulary, and recognizing references (Naniwarsih & Andriani, 2018)

**2. Interpretive comprehension**

Interpretive comprehension involves grasping ideas or information that is implied rather than explicitly stated in the passage. This level of comprehension encompasses understanding the author's tone, purpose, and attitude, making inferences about

factual information, main ideas, comparisons, cause-and-effect relationships, and summarizing the story content (I. Assiri & Siddiqui, 2020). The components of reading associated with this level include identifying the main idea of the text and making inferences.

### 3. Critical Comprehension

Critical comprehension represents the most intricate level of reading understanding (Muflihah & Sukirno, 2021). This process includes communicating the overall meaning to the reader and assessing the quality of written symbols or information based on established criteria (Situmorang, 2017). Critical reading involves adopting a curious mindset and actively and creatively searching for inconsistencies or false statements as the reader interacts with the text.

### 4. Creative Comprehension

Creative comprehension takes reading to an imaginative and generative level where understanding becomes a springboard for original thinking. This level allows for a personal connection with the material, enhancing appreciation for literature and fostering imaginative engagement (Nurjanah & Putri, 2020). One of the key aspects of creative comprehension is the ability to rethink and reinterpret the ideas presented in the text. Students are encouraged to consider alternative viewpoints, question the author's intentions, and explore the implications. This process fosters a deeper understanding of the text, as students must analyze and synthesize information to create their interpretations.

To comprehend texts effectively, all types of comprehension—literal, interpretative, critical, and creative—are essential. Fundamentally, readers initiate an interactive process that draws upon their background knowledge, aiding in text comprehension. In essence, reading comprehension is the skill through which readers

derive information and knowledge from the written text by making sense of its content.

## **2. Reciprocal Technique**

### **a. Concept of Reciprocal Technique**

Reciprocal technique, formulated by Palinscar & Brown, (1984) is an instructional technique aimed at improving students' comprehension of textual content. The reciprocal teaching technique is identified by:

- a. A conversation between the teacher and students, where each takes turns as the leader in the dialogue.
- b. Reciprocal, indicating that one person responds to others.
- c. An organized conversation with four parts: predicting, questioning, clarifying, and summarizing.

Reciprocal teaching, as explained by Palinscar (1984), is a teaching method that engages teachers and students in a conversation about a specific part of the text. This technique involves students actively and consciously using four key reading strategies such as predicting, questioning, clarifying, and summarizing to comprehend the text. Additionally, Palinscar and Brown, as cited in (Pornita et al., 2023), describe reciprocal teaching as an approach to teaching reading. In this approach, students learn effective reading-to-learn strategies by observing and imitating the actions of both their teacher and peers. Besides that, as stated by Nurdianti et al., (2019) reciprocal teaching stands as a prominent instructional method that encourages readers to engage personally with the text, actively constructing meaning while enhancing their skills in questioning, clarifying challenging sections, making predictions, and summarizing their reading. The primary goal of the reciprocal teaching technique is to foster collaborative efforts between teachers and students, as well as among students themselves, to derive meaning from the text

collectively. Each strategy is selected as follows (Palinscar & Brown, 1984):

### 1. Predicting

Prediction happens when students predict what the author will discuss next in the text. To make this effective, students should engage their relevant background knowledge about the topic. They read with a particular goal to confirm or challenge their hypotheses (Islamiyah & Wijaya, 2019).

Additionally, a chance is provided for students to link the upcoming information in the text with the knowledge they already possess (Juliawati et al., 2019). Making predictions also encourages the use of text structure, as students recognize that headings, subheadings, and questions in the text act as useful clues for anticipating what might come next. Involving oneself in prediction allows readers to activate their background knowledge and enhance their cognitive processes.

During this stage, learners harness their existing knowledge to forecast the content of the text or story. Students' predictions serve as a guide to help them discern the purpose of reading the text, enabling them to identify the main topic based on the title provided before delving into the reading.

### 2. Questioning

Strengthening the summarization strategy and progressing in the comprehension process is achieved through questioning. When students generate questions, they first identify the necessary information to create a question. Afterward, they shape this information into a question and evaluate themselves to ensure they can answer it (Abrori et al., 2023).

The strategy of generating questions is important, allowing students to be instructed and motivated to formulate questions across various levels (Sabbara, 2016). In certain educational

contexts, students may need to master detailed information, while in others, they may be required to infer or apply new information from the text. When employing question generation, students should utilize stems such as who, what, when, where, why, and how. This approach enhances students' critical thinking skills, making it easier for them to extract information from the text they are reading.

During this phase, learners engage in silent reading to identify the main idea and pinpoint any unclear aspects in the paragraph. Following the reading, they formulate questions to validate their comprehension.

### 3. Clarifying

The process of clarification becomes notably significant, especially when working with students who have a history of struggling with comprehension. These students might perceive reading as simply pronouncing words accurately, without feeling particularly concerned if the words or the passage make logical sense (Syam, 2022). When prompted to clarify, students are prompted to recognize that there could be various reasons why the text is challenging to comprehend (e.g., new vocabulary, unclear reference words, and unfamiliar or complex concepts). They are instructed to be vigilant to the impact of these obstacles on comprehension and to undertake appropriate measures to restore meaning, such as rereading or seeking assistance.

Clarifying involves elucidating the meaning of the text for the reader and is a strategy employed consistently throughout the reading process. Students can be instructed to pose questions, revisit the text, restate information, and visualize, all aimed at enhancing comprehension (Islamiyah & Wijaya, 2019). During this stage, both teacher and student engage in discussions to clarify any confusing aspects of the text. The teacher focuses on

addressing issues such as vocabulary, structure, unclear reference words, unfamiliar concepts, or any other information that may be unclear.

#### 4. Summarizing

Summarizing offers a chance to recognize and merge the key information from the text, allowing for condensation across sentences, paragraphs, and the entire passage (Taka, 2020). Initially, when students commence the reciprocal teaching process, their emphasis is usually on the sentence and paragraph levels. As they advance in proficiency, they develop the ability to synthesize information at both paragraph and passage levels (Wimanistya et al., 2014). During the summarization of the text, readers should possess a thorough understanding of the information and articulate the essential idea through paraphrasing.

In brief, reciprocal teaching is an instructional method that enables students and teachers to collectively derive meaning through four sequential steps: predicting, clarifying, questioning, and summarizing, all of which are employed to analyze the text. In this phase, students concentrate on identifying the crucial elements within the text and rephrasing the information to ascertain the main idea, ensuring a solid comprehension of the content they have recently read.

#### **b. Advantages and Disadvantages of Reciprocal Teaching Technique**

Indeed, every technique comes with its own set of strengths and weaknesses. Hence, it is crucial to identify both the advantages and disadvantages to enhance the effectiveness of implementing the technique in the teaching process. The ensuing points outline the pros and cons of the reciprocal teaching technique (Yawisah, 2017).

## 1. The Advantages of Reciprocal Technique

The reciprocal teaching technique is regarded as an alternative method for teaching reading due to its numerous advantages. These benefits can be outlined as follows:

- a. Students acquire valuable information from the text and engage in discussions and predictions about the theme, allowing them to provide their insights.
- b. Initiating a discussion during the prediction phase enhances students' understanding of the subject matter.
- c. Students have the opportunity to enhance their language skills through various activities (Mafarja et al., 2023). Reading skills are honed by reading the text, speaking skills are developed through leading group activities, writing skills are refined by recording answers in learning logs, and listening skills are strengthened by following the leader's instructions in guiding the activities.
- d. The learning process becomes more enjoyable for students as they collaborate in group work.
- e. Collaboration among students within the group is fostered, promoting teamwork.

## 2. Disadvantages of Reciprocal Technique

The disadvantages of using reciprocal teaching technique can be described as follows:

- a. The implementation of the reciprocal teaching technique may require a longer time due to the intricate steps involved in the activities, contributing to a potential time constraint.
- b. Noise in the class may occur as a result of the ongoing dialogs and discussions during the learning process.
- c. The teacher may find it challenging to manage and monitor the class, as they are actively involved in facilitating the reciprocal teaching technique (Jumrah, 2019).

## **B. Previous Studies**

Many researchers have conducted studies on the reciprocal teaching technique as a strategy in the teaching-learning process, and the results of these studies vary. The study by Murti et al., (2023) researched to investigate the impact of reciprocal teaching on students' reading comprehension. The study found significant improvements in student performance after implementing the reciprocal teaching strategy. The post-test scores between the experimental and control groups showed a significant difference, leading to the acceptance of the second hypothesis and rejection of the null hypothesis. The research utilized statistical analysis, including pair sample t-tests, to compare the students' reading comprehension scores before and after the intervention. The results indicated significant changes in student scores after implementing the reciprocal teaching strategy, with a t-score of 5.949, demonstrating the effectiveness of the intervention.

Additionally, Fajriyah, (2022) the research on the effectiveness of using the reciprocal teaching technique in teaching descriptive text to second-grade English Department students at Madura University revealed promising outcomes. Through the implementation of reciprocal teaching, students exhibited significant improvements in their ability to comprehend descriptive texts. The post-test results indicated a notable enhancement in students' average scores compared to their pre-test performance. This suggests that the reciprocal teaching technique positively impacted student learning outcomes, leading to better understanding and engagement with the text. The study affirmed that the reciprocal teaching technique was an effective technique for enhancing students' reading abilities in comprehending descriptive texts. The findings highlighted the technique's role in not only improving academic performance but also in nurturing students' social and cognitive skills, ultimately contributing to a more engaging and effective learning environment.

Furthermore, the article conducted by Ramadan & Abdel Razeq, (2022) found that implementing Reciprocal Teaching (RT) strategies had a significant positive impact on students' reading comprehension abilities. The study aimed to assess the effectiveness of reciprocal techniques in enhancing students' reading skills, particularly focusing on the development of high-order thinking skills and metacognitive strategies. The experimental group, which received a reciprocal technique, outperformed the control group in posttests, indicating an improvement in their reading skills. The reciprocal technique helped students enhance their use of high-order thinking skills, showing a significant effect on their reading abilities. The results also suggested that longer teaching periods could lead to more significant differences in learning outcomes between groups.

Several researchers have investigated the efficacy of reciprocal teaching, demonstrating its potential to improve reading skills, particularly in narrative and descriptive text. However, the current research specifically concentrates on recount text. The main objective was to ascertain whether there was a statistically significant increase in students' reading comprehension after implementing reciprocal teaching.

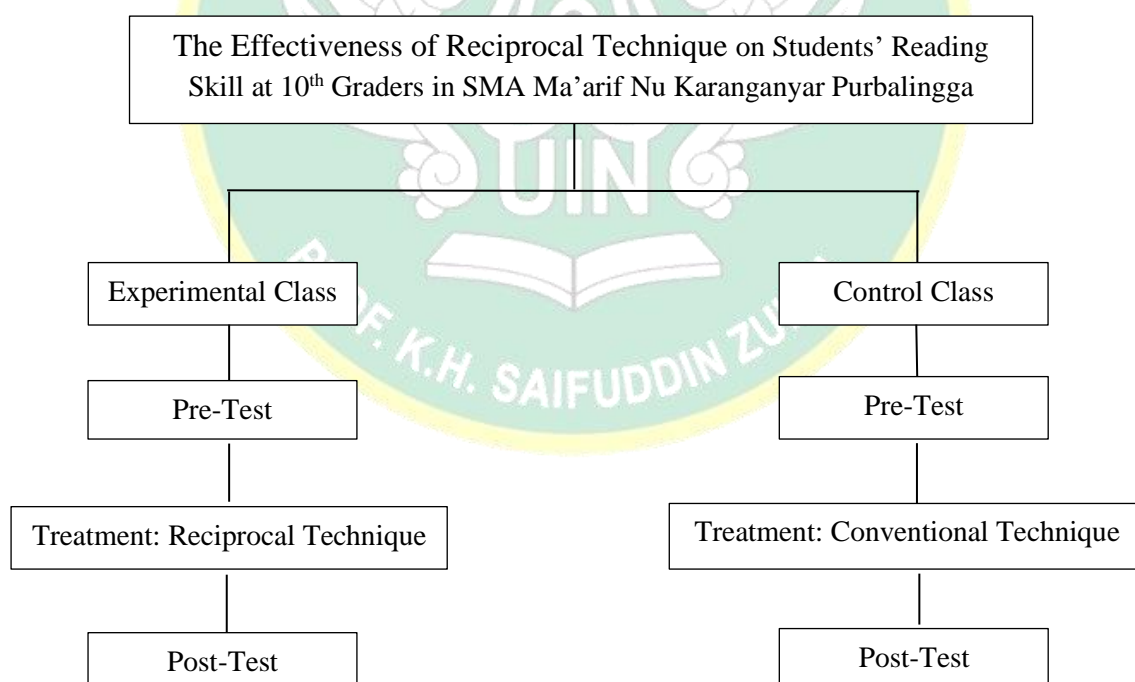
### **C. Conceptual Framework**

Reading is one of the most important skills in learning because it helps students gain information and understand new ideas (As Sabiq, 2018). Through reading, students can improve their knowledge and develop other language skills. However, many students struggle with reading, especially when understanding the meaning of complex texts or staying focused. These challenges often lead to poor reading comprehension and a lack of interest in reading activities. Therefore, finding an effective technique to improve reading skills is very important.

One technique that is considered effective for improving reading skills is the reciprocal teaching technique. This technique focuses on four main strategies: predicting, questioning, clarifying, and summarizing. These strategies guide students step by step to understand the text better. For

example, predicting helps students guess what the text is about before reading while clarifying helps them solve any confusion about difficult words or ideas. These steps make reading easier and more structured, therefore students feel more confident when reading.

Another reason why reciprocal teaching is effective is that it allows students to work together and learn from each other. In this technique, students take turns leading group discussions about the text. They share ideas, ask questions, and explain their understanding, which helps them build communication skills and develop critical thinking. The teacher also plays an important role by supporting and guiding students during the process. Over time, the teacher reduces their support, and students become more independent in managing their learning. This interactive and collaborative approach makes reciprocal teaching a practical and enjoyable way to improve reading skills. The framework is as follows:



*Figure 1. Conceptual Framework*

#### **D. Hypothesis**

Based on the theory, the hypothesis of this research as follows:

1. Alternative Hypothesis ( $H_a$ )

Reciprocal technique have a significant effect on students' reading skills at 10<sup>th</sup> graders in SMA Ma'arif NU Karanganyar, Purbalingga.

2. Null Hypothesis ( $H_0$ )

Reciprocal technique has no significant effect on students' reading skills at the 10<sup>th</sup> graders in SMA Ma'arif NU Karanganyar, Purbalingga.



### CHAPTER III

#### RESEARCH METHOD

This chapter describes the research process for answering the research questions raised in chapter one. It includes the research design, research site and participant, population and sample, variable of the research, data collection technique, instrument testing, validity and reliability of the instrument, and data analysis.

##### A. Research Design

This study employs an experimental method, which aims to determine the impact of a given factor on the research subjects. Suwartono (2014:134) classifies experimental research into three types: pre-experimental, quasi-experimental, and true-experimental. The present research adopts a quasi-experimental design, involving two groups of naturally assembled members, such as students in a classroom setting. In accordance with the research design, a non-equivalent design was employed, guided by the following criteria:

1. There are two groups and each group was given a pre-test and post-test.
2. One control group (class) without treatment was used to compare with the experiment class with the treatment.

Quantitative research, as defined by Aliaga and Gunderson cited in Muijs (2004:2), involves explaining phenomena through the collection of numerical data, which are then analyzed using mathematically based methods, particularly statistics. Furthermore, Creswell (2009) emphasizes that research designs encompass specific procedures within the research process, including data collection, data analysis, and report writing. The sequence of this research therefore is:

Group	Pre-test	Treatment	Post-test
Experiment	Q	X <sub>1</sub>	T
Control	Q	X <sub>2</sub>	T

*Table 3.1 Research Design*

Where explained as follows:

Q = Pre-test

X<sub>1</sub> = Learning with reciprocal technique

X<sub>2</sub> = Learning without any treatment

T = Post-test

## B. Research Site and Participants

The research was conducted at SMA Ma'arif NU Karanganyar. This school is located in Jl. Raya Karanganyar No. 11, Karanganyar, Purbalingga Residence, Central Java. The research subject is 10<sup>th</sup>-grade students of two classes in the academic year of 2024/2025. Based on the pre-observation through interviews with the English teacher at SMA Ma'arif NU Karanganyar, it was found that some students face difficulties in reading. These challenges stem from a limited grasp of new words in a text due to inadequate vocabulary mastery. Moreover, they encounter problems in identifying specific information, grasping the main idea of a text, understanding word references, and making inferences. These obstacles upset their ability to comprehend information from the text.

Beyond vocabulary concerns, it was observed that SMA Ma'arif Karanganyar still relies on conventional teaching methods. The teacher tends to explain a text by translating word by word, highlighting the need for more effective techniques in the teaching-learning process. Therefore, this school has been selected as the setting for the study. The research was held from September 30<sup>th</sup> until November 6<sup>th</sup>, 2024 in the academic year of 2024/2025, with the schedule below:

No	Class	Meeting	Date
1.	XB	Pre-test Experiment	Monday, September 30 <sup>th</sup> 2024
2.	XE	Pre-test Control	Wednesday, October 02 <sup>nd</sup> 2024
3.	XB	Treatment 1 using RT	Monday, October 07 <sup>th</sup> 2024
4.	XE	Treatment 1	Wednesday, October 09 <sup>th</sup> 2024
5.	XB	Treatment 2 using RT	Monday, October 14 <sup>th</sup> 2024

6.	XE	Treatment 2	Wednesday, October 16 <sup>th</sup> 2024
7.	XB	Treatment 3 using RT	Monday, October 28 <sup>th</sup> 2024
8.	XE	Treatment 3	Wednesday, October 30 <sup>th</sup> 2024
9.	XB	Post-test Experiment	Monday, November 4 <sup>th</sup> 2024
10.	XE	Post-test Control	Wednesday, November 6 <sup>th</sup> 2024

*Table 3.2 Schedule of the Research*

### **C. Population and Sample**

#### **1. Population**

According to Sugiyono (2018:61) A population is a broad category that includes objects or subjects, each possessing specific qualities determined by the researcher's criteria. These characteristics are then studied and analyzed. In this research, the population consists of 275 students in the 10<sup>th</sup> grade in SMA Ma'arif NU Karanganyar Purbalingga, during the academic year 2024/2025.

#### **2. Sample**

Sampling involves selecting elements from the larger population (Cochran, 1977). A pre-test and post-test control group design was used to carry out this study. Students were chosen using random sampling with a random number generator as the research sample. All 10<sup>th</sup> graders are sorted using numbers according to the total number of the class. Then 2 classes are chosen randomly to be divided into two classes, namely the control class and the experimental class with 34 students each. The first class (XE) is the control group, utilizing conventional learning methods without incorporating reciprocal techniques. The second class (XB) was the experimental group, where reciprocal techniques were implemented. After providing treatment to the control group, both classes sustain a post-test to assess the impact of the treatment received. The purpose is to compare the influence of the treatment between the two groups.

No.	Class	Sample	Description
1.	X E	34	Control Class
2.	X B	34	Experiment Class
Total		68	

*Table 3.3 Sample of the Research*

#### **D. Variables of the Research**

A variable is something that can have different amounts or qualities. Based on Sugiyono (2018) research variables are characteristics or the inherent nature or value of individuals, objects, or activities that exhibit specific variations identified by the researcher for study and eventual conclusion. This research involves two variables, namely:

##### **1. Independent Variable (X)**

The independent variable is what causes changes or influences the emergence of the dependent variable. In this study, the independent variable is the reciprocal technique.

##### **2. Dependent Variable (Y)**

The dependent variable is affected by or is the result of changes in the independent variable. In this research, the dependent variable is the reading skills of 10<sup>th</sup>-grade students.

#### **E. Data Collection Techniques**

A pre-test and post-test control group design was chosen to gather data. In this research, two groups are involved: the experimental group and the control group, which were selected randomly. Next, a pre-test is conducted to establish baseline data and identify any differences between the experimental and control groups. The control group receives instruction without the use of reciprocal techniques, while the experimental group is taught using reciprocal techniques. Following the treatment, both groups undertake a post-test to assess the impact of the applied teaching methods. The detailed explanation is as follows:

## 1. Pre-test

The pre-test is designed to evaluate students' reading comprehension skills before the treatment and is conducted based on the analysis of the try-out test results. An objective test format is employed, consisting of 50 multiple-choice questions, each with five options (A, B, C, D, and E). The pre-test takes 90 minutes and the pre-test data is later compared with the post-test data to determine whether reciprocal teaching techniques enhance reading comprehension and identify the specific aspects of reading that show improvement after being taught through reciprocal teaching.

## 2. Treatment

The treatment phase was conducted to evaluate the effectiveness of the reciprocal technique in enhancing students' reading skills, particularly in comprehending recount texts. During this phase, the experimental class (X-B) was taught using the reciprocal technique, while the control class (X-E) employed a conventional teaching approach.

### a. Experimental Class (Reciprocal Technique)

The implementation of the reciprocal technique in the experimental class involved the following structured steps:

- 1) The teacher introduced the recount text by explaining its structure (orientation, events, and reorientation) and the purpose of the text. To engage students, the teacher activated their prior knowledge by discussing topics related to the text.
- 2) Students were divided into small groups, with each member assigned a specific role: predictor, questioner, clarifier, or summarizer. These roles ensured that all group members contributed actively and collaborated effectively during the reading process.
- 3) Students collaboratively read the text within their groups, performing their respective roles. The predictors were asked to predict the content of the recount text based on the title, images, or

keywords provided. This activity aimed to activate their prior knowledge and set a purpose for reading. The questioner formulated questions to clarify ambiguities or analyze key details in the text. The clarifier provided explanations for challenging sections of the text, including difficult vocabulary or concepts. The summarizer identified the main ideas and essential points of the text.

- 4) Each group discussed their findings, resolved misunderstandings, and integrated their insights collaboratively. This process encouraged active engagement, critical thinking, and peer learning.
- 5) The teacher facilitated a whole-class discussion, clarifying any remaining issues and providing feedback on group contributions. This step ensured that all students had a comprehensive understanding of the text.

b. Control Class (Conventional Technique)

In the control class, a conventional teaching technique for teaching reading skills was employed. The methodology was teacher-centered and included the following steps:

- 1) The teacher provided a direct explanation of the recount text structure and features.
- 2) Students were instructed to read the text individually, with minimal guidance.
- 3) The teacher asks comprehension questions to assess students' understanding.
- 4) The teacher provided explanations for unfamiliar vocabulary and summarized the text for the class.

The treatment was conducted in three meetings, with both classes working on various recount texts.

### 3. Post-test

The post-test was administered following the implementation of the reciprocal teaching technique for reading comprehension. This test aims to determine whether there has been progress in the teaching and learning process after the treatment and to identify any differences compared to the control group, which did not receive the treatment using the reciprocal technique. The post-test consisted of multiple-choice questions, comprising 50 items with options A, B, C, D, and E.

### F. Instrument Testing

The quality of research outcomes is often determined by the quality of the instruments used for data collection. These instruments, designed to answer research questions and test hypotheses, must be carefully developed to provide reliable empirical data. These instruments need validation before being used with participants in both the experimental and control groups.

In this research, a validity test as a statistical tool used to assess an instrument's accuracy in measuring the intended construct (Sugiarta et al., 2023). Specifically, expert validation was utilized, where professionals in the field assess the instrument's appropriateness. The reading test and outline were developed based on theories about reading and expert opinions were sought from an English lecturer. The content of the reading test is presented in the table specification below:

No.	Indikator	Item Soal
1.	Main Idea	1, 6, 11, 16, 21, 26, 31, 36, 41, 46
2.	Specific Information	2, 7, 12, 17, 22, 27, 32, 37, 42, 47
3.	Reference	3, 8, 13, 18, 23, 28, 33, 38, 43, 48
4.	Inference	4, 9, 14, 19, 24, 29, 34, 39, 44, 49
5.	Vocabulary	5, 10, 15, 20, 25, 30, 35, 40, 45, 50

*Table 3.4 Instrument of the Research*

## G. Validity and Reliability of the Instrument

### a. Validity of the Instrument

The validity of the test was assessed through content validity, conducted by an expert in the field, Mrs. Windhariyati Dyah K., M.A., M.Pd., a lecturer in English Education. The validity assessment was carried out on September 25<sup>th</sup>, 2024 with the expert reviewing a total of 50 multiple-choice questions designed to measure reading comprehension of recount texts. Content validity examines whether the test accurately reflects the content it is intended to measure.

Mrs. Windhariyati Dyah K. evaluated the questions based on their relevance and coverage of the essential aspects of reading comprehension skills, as well as their alignment with the reciprocal teaching technique. After her review, the expert concluded that the test was valid and appropriate for use, with a few recommended revisions. These revisions included enriching the number of questions to ensure comprehensive coverage of the topic, providing more detailed indicators for each question, and adding reference sources for the indicators to strengthen the basis of the test content. With these revisions in mind, the expert confirmed that the test is suitable for assessing reading comprehension in the context of the reciprocal technique. Therefore, the test's validity was supported through a pilot test conducted in class X-A, which was not part of the research sample, ensuring that the test is a reliable tool for measuring students' reading skills. The attached validity results are as follows:

#### 1) Pilot Test of Pre-Test

To determine whether the items were valid, the results of the  $r$  count for each question were compared with the  $r$  table. The  $r$  table value for  $n = 32$ ,  $df = 32 - 2 = 30$  at the significance level of 0.05 is 0.349. Questions with  $r$  count  $>$   $r$  table is considered valid.

Number of Items	Value of r table (df = 30, $\alpha=0.05$ )	Value of r count	Description
1	0.349	0.380	Valid
2	0.349	0.370	Valid
3	0.349	0.390	Valid
4	0.349	0.375	Valid
5	0.349	0.365	Valid
6	0.349	0.380	Valid
7	0.349	0.360	Valid
8	0.349	0.400	Valid
9	0.349	0.370	Valid
10	0.349	0.385	Valid
11	0.349	0.395	Valid
12	0.349	0.375	Valid
13	0.349	0.360	Valid
14	0.349	0.370	Valid
15	0.349	0.380	Valid
16	0.349	0.355	Valid
17	0.349	0.375	Valid
18	0.349	0.390	Valid
19	0.349	0.365	Valid
20	0.349	0.400	Valid
21	0.349	0.370	Valid
22	0.349	0.385	Valid
23	0.349	0.390	Valid
24	0.349	0.360	Valid
25	0.349	0.375	Valid
26	0.349	0.380	Valid
27	0.349	0.360	Valid
28	0.349	0.370	Valid
29	0.349	0.390	Valid
30	0.349	0.365	Valid
31	0.349	0.400	Valid
32	0.349	0.375	Valid
33	0.349	0.390	Valid
34	0.349	0.380	Valid
35	0.349	0.360	Valid
36	0.349	0.370	Valid
37	0.349	0.390	Valid
38	0.349	0.355	Valid
39	0.349	0.375	Valid
40	0.349	0.385	Valid
41	0.349	0.395	Valid

42	0.349	0.370	Valid
43	0.349	0.360	Valid
44	0.349	0.380	Valid
45	0.349	0.365	Valid
46	0.349	0.375	Valid
47	0.349	0.385	Valid
48	0.349	0.390	Valid
49	0.349	0.370	Valid
50	0.349	0.360	Valid

*Table 3.5 Validity Pre-Test*

The table above shows the validity pre-test result, 50 items of the multiple choice questions related to reading material can be used as a pre-test instrument for respondents in control and experimental classes because of the  $r$  count  $>$   $r$  table.

## 2) Pilot Test of Post-Test

To determine whether the items were valid, the results of the  $r$  count for each question were compared with the  $r$  table. Questions with  $r$  count  $>$   $r$  table is considered valid.

Numbers of Item	Value of $r$ table (df = 30, $\alpha=0.05$ )	Value of $r$ count	Description
1	0.349	0.450	Valid
2	0.349	0.400	Valid
3	0.349	0.500	Valid
4	0.349	0.460	Valid
5	0.349	0.480	Valid
6	0.349	0.430	Valid
7	0.349	0.520	Valid
8	0.349	0.470	Valid
9	0.349	0.550	Valid
10	0.349	0.490	Valid
11	0.349	0.410	Valid
12	0.349	0.530	Valid
13	0.349	0.460	Valid
14	0.349	0.440	Valid
15	0.349	0.510	Valid
16	0.349	0.480	Valid
17	0.349	0.500	Valid
18	0.349	0.470	Valid
19	0.349	0.520	Valid

20	0.349	0.560	Valid
21	0.349	0.430	Valid
22	0.349	0.500	Valid
23	0.349	0.450	Valid
24	0.349	0.490	Valid
25	0.349	0.470	Valid
26	0.349	0.450	Valid
27	0.349	0.400	Valid
28	0.349	0.500	Valid
29	0.349	0.460	Valid
30	0.349	0.480	Valid
31	0.349	0.430	Valid
32	0.349	0.520	Valid
33	0.349	0.470	Valid
34	0.349	0.550	Valid
35	0.349	0.490	Valid
36	0.349	0.410	Valid
37	0.349	0.530	Valid
38	0.349	0.460	Valid
39	0.349	0.440	Valid
40	0.349	0.510	Valid
41	0.349	0.480	Valid
42	0.349	0.500	Valid
43	0.349	0.470	Valid
44	0.349	0.520	Valid
45	0.349	0.560	Valid
46	0.349	0.430	Valid
47	0.349	0.500	Valid
48	0.349	0.450	Valid
49	0.349	0.490	Valid
50	0.349	0.470	Valid

*Table 3.6 Validity Post-Test*

The table above shows the validity post-test, 50 items of the multiple choice questions related to reading material, because the value of  $r_{\text{count}} > r_{\text{table}}$  the 50 valid items can be used as a post-test instrument for respondents in control and experimental classes.

### b. Reliability of the Instrument

The reliability test is used to evaluate whether the instrument consistently measures the same results under repeated conditions. This study employed Cronbach's Alpha to determine the reliability of both the pre-test and post-test instruments. The instrument is considered reliable if Cronbach's Alpha  $> 0.60$ , with the reliability of the results as follows:

#### 1) Pre-Test Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.682	50

*Table 3.7 Reliability Pre-Test*

The pre-test results show a Cronbach's Alpha value of 0.682 which falls within the acceptable range (0.60-0.80). This indicates that the instrument has adequate reliability, with sufficient internal consistency for use in this research.

#### 2) Post-Test Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.655	50

*Table 3.8 Reliability Post-Test*

For the post-test, Cronbach's Alpha value is 0.655, which is within the acceptable range (0.60-0.80). This suggests that the instrument demonstrates adequate reliability and internal consistency for use in this research.

## H. Data Analysis

Analyzing data involves five steps. Initially, categorize the data by variables and participant types. Subsequently, create a table summarizing data for each variable across all participants. Third, present the data for each variable visually. Fourth, assess the data to address the research question, and

fifth, evaluate the hypothesis (Sugiyono, 2018). In quantitative research, two types of statistics are employed for data analysis: descriptive statistics and inferential statistics. This study opts for inferential statistics to find out the difference in students' reading scores was statistically significant.

The analysis of the research data was carried out in several stages. First, a test was conducted to analyze the requirements, followed by the application of data analysis techniques. Before conducting data analysis, it was crucial to assess the requirements for data analysis, including:

#### 1. Normality Test

The purpose of this test is to know whether the score is normal or not. To analyze the normality test, researchers use with Kolmogorov-Smirnov formula:

$$KS = 1,36 \sqrt{\frac{n1+n2}{n1xn2}}$$

Note:

KS: Kolmogorov-Smirnov formula

N1: number of samples observed/obtained

N2: expected number of samples

#### 2. Homogeneity Test

In the homogeneity test, the expected value of F is an insignificant F value, i.e. a smaller empirical F value than the theoretical F value. Homogeneity test with formula:

$$\mathbf{F\ Count} = \frac{highest\ var}{lowest\ var}$$

Note:

Highest var: value of variance greater than two samples that compare

Lowest var: the value of variance lowest than two samples that compare

### 3. Hypothesis Test

This hypothesis test uses a t-test (independent test), namely tests the difference in the mean of the two groups that are mutually burdened with the formula:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{S_1^2}{N_1 - 1}\right) + \left(\frac{S_2^2}{N_2 - 1}\right)}}$$

Note:

$\overline{X_1}$  : mean on distribution sample 1

$\overline{X_2}$  : mean on distribution sample 2

$N_1$  : number of individuals in sample 1

$N_2$  : number of individuals in sample 1

$S_1^2$  : number of varieties in distribution sample 1

$S_2^2$  : number of varieties in distribution sample 2



## CHAPTER IV FINDINGS AND DISCUSSION

In this chapter, the data collection is described through pre-test and post-test results from the students' tests in both the experimental and control classes.

### A. Findings

The pre-test and post-test data from both the experimental and control classes were collected and analyzed based on the research findings. The analysis outcomes are presented in the form of tables accompanied by explanations. Additionally, the final processed data aims to determine whether there is a significant difference between the control and experimental classes following the implementation of the reciprocal teaching technique in recount text.

#### 1. Description of Data

The main instrument of this study was a test. To obtain the data, a pre-test and post-test were used. This section presents the results of the students' tests, with the pre-test and post-test data outlined as follows:

No	Students	Experiment Class		Control Class	
		Pre-Test	Post-Test	Pre-test	Post Test
1	1 <sup>st</sup> Student	60	82	52	72
2	2 <sup>nd</sup> Student	52	70	56	80
3	3 <sup>rd</sup> Student	56	76	72	72
4	4 <sup>th</sup> Student	60	82	62	86
5	5 <sup>th</sup> Student	56	70	60	76
6	6 <sup>th</sup> Student	46	86	72	86
7	7 <sup>th</sup> Student	64	78	44	68
8	8 <sup>th</sup> Student	76	84	66	84
9	9 <sup>th</sup> Student	56	70	60	82
10	10 <sup>th</sup> Student	60	74	58	68
11	11 <sup>th</sup> Student	68	90	68	82
12	12 <sup>th</sup> Student	70	94	72	70
13	13 <sup>th</sup> Student	68	86	62	76
14	14 <sup>th</sup> Student	72	82	50	78
15	15 <sup>th</sup> Student	60	72	66	74
16	16 <sup>th</sup> Student	62	82	50	66

17	17 <sup>th</sup> Student	56	78	54	72
18	18 <sup>th</sup> Student	60	74	58	80
19	19 <sup>th</sup> Student	58	80	68	68
20	20 <sup>th</sup> Student	60	88	70	70
21	21 <sup>st</sup> Student	68	78	62	84
22	22 <sup>nd</sup> Student	66	72	66	70
23	23 <sup>rd</sup> Student	78	82	44	78
24	24 <sup>th</sup> Student	60	80	56	76
25	25 <sup>th</sup> Student	68	76	72	80
26	26 <sup>th</sup> Student	64	74	58	78
27	27 <sup>th</sup> Student	68	82	64	80
28	28 <sup>th</sup> Student	66	86	70	72
29	29 <sup>th</sup> Student	50	78	48	74
30	30 <sup>th</sup> Student	54	82	54	80
31	31 <sup>st</sup> Student	64	74	68	78
32	32 <sup>nd</sup> Student	72	92	56	82
33	33 <sup>rd</sup> Student	68	84	40	60
34	34 <sup>th</sup> Student	78	82	68	78
<b>Mean</b>		<b>63.06</b>	<b>80.00</b>	<b>60.18</b>	<b>75.88</b>

*Table 4.1 Result of the Research*

a. Students' Result in Experimental Class

The experimental group consisted of class X-B students from SMA Ma'arif NU Karanganyar, Purbalingga, with a total of 34 students consisting of 18 males and 16 females. In the pre-test, students were asked to read a recount text and answer questions about it. The questions covered topics such as the main idea, specific details, references, inferences, and vocabulary related to the text.

A pre-test was given first to assess the students' understanding before using the reciprocal teaching technique. Following the pre-test, the reciprocal teaching method was introduced to the experimental group to assist them in learning recount texts. This method was applied in three meetings.

After completing the treatment, a post-test was conducted to measure the student's progress after learning through the reciprocal teaching method. The differences and the effectiveness of the

teaching method were evaluated by comparing the pre-test and post-test scores. The results of the students' scores before and after the treatment are summarized as follows:

No	Statistics	Experiment Class	
		Pre-Test	Post-Test
1.	N	34	34
2.	Minimum	46	70
3.	Maximum	78	94
4.	Mean	63.06	80.00
5.	Median	61	81
Mean different = 16.94			

*Table 4.2 Result in Experiment Class*

In the experimental class, 34 students participated in both the pre-test and post-test. Based on the table, the average score on the pre-test was 63.06. The lowest score before the treatment was 46, and the highest was 78. This data indicates that the student's ability to understand the text was relatively low, as their scores were below the minimum standard for English proficiency.

After the treatment, the post-test results showed a significant improvement in the students' reading skills. The average score increased to 80.00, with the lowest score in the post-test being 70 and the highest reaching 94. The difference between the average pre-test and post-test scores was 16.94, demonstrating notable progress after the treatment.

b. Students' Result in Control Class

In this research, class X-E served as the control group, consisting of 34 students. The outcomes of the students' pre-test and post-test performances are summarized below:

No	Statistics	Control Class	
		Pre-Test	Post-Test
1	N	34	34
2	Minimum	40	60
3	Maximum	72	86
4	Mean	60.18	75.88
5	Median	63	77
Mean different = 15.7			

*Table 4.3 Result in Control Class*

In this study, 34 students from the control class participated in both the pre-test and post-test, just like the experimental class. The average pre-test score in the control class was 60.18, with the lowest score being 40 and the highest 72. This shows that the students in this class also had relatively low reading skills.

After the treatment, which involved conventional teaching methods, the post-test results showed an improvement in the students' reading abilities. The average post-test score increased to 75.88, with the lowest score rising to 60 and the highest reaching 86. The difference between the average scores of the pre-test and post-test in the control class was 15.7. Furthermore, SPSS 27 was utilized to generate descriptive statistics for both the experimental and control classes, as outlined in the table provided:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Experiment	34	46	78	63.06	7.679
Post Test Experiment	34	70	94	80.00	6.267
Pre Test Control	34	40	72	60.18	8.909
Post Test Control	34	60	86	75.88	6.188
Valid N (listwise)	34				

*Table 4.4 Descriptive Statistic by SPSS*

## 2. Treatment Description

Based on preliminary research conducted on 10<sup>th</sup> grade students in SMA Ma'arif NU Karanganyar, it was found that students faced several challenges, especially in reading skills. These difficulties are caused by their hesitation to engage with reading texts, limited vocabulary, and lack of exposure to English reading materials both inside and outside the classroom. Many students have little previous experience with effective reading strategies, which impacts their comprehension abilities.

To overcome this problem, the reciprocal teaching technique was implemented as a treatment to enhance students' reading skills. The research participants were Class X-B and Class X-E, each totaling 34 students. The treatment was applied to the experimental class (X-B), while the control class (X-E) continued with conventional learning methods. Treatment sessions were conducted over three meetings after the pre-test, following school policy. During treatment, the reciprocal teaching technique emphasized interactive and collaborative learning strategies to improve reading comprehension in the experimental group.

### a. Experiment Class

Before receiving treatment, a pre-test was conducted on Monday, September 30<sup>th</sup>, 2024. The pre-test was carried out with students working on 50 multiple-choice questions about recount text.

- 1) The first treatment session was conducted on October 7<sup>th</sup>, 2024, using the reciprocal teaching technique to improve students' reading skills. In this session, the students were divided into larger groups to encourage collaboration and active participation. Each group was assigned the same text titled "A School Trip to the Museum" and guided through four key strategies: predicting, questioning, clarifying, and summarizing. The session began with the predicting stage, where students analyzed the title and any visuals to make predictions about the content of the text, engaging their prior knowledge and stimulating interest. During the

questioning stage, the students read the text and generated questions focused on understanding the main ideas and specific details, encouraging deeper interaction with the material. In the clarifying stage, they identified and discussed unfamiliar words or concepts, using context clues and dictionaries to resolve any confusion, with the teacher providing support as needed. Finally, in the summarizing stage, each group worked together to condense the text's main points into a clear summary, enhancing their comprehension and ability to synthesize information. This collaborative approach helped the students become more familiar with these strategies and improved their ability to analyze reading materials effectively.

- 2) The second treatment session was held on October 14<sup>th</sup> 2024 by continuing to apply the reciprocal teaching technique to improve students' reading skills. In this session, students are given two texts "Birthday Surprise" and "My First Day at School". As in the previous session, this activity uses four main strategies such as predicting, questioning, clarifying, and summarizing. Each group works collaboratively to analyze the assigned text, applying these strategies to deepen their understanding. Once the analysis is complete, representatives from several groups are selected to present their findings. They start by sharing their predictions through the title of the reading presented. Next, they discuss difficult vocabulary and ask other friends. They also explained how they clarified vocabulary by adjusting the reading context or looking for dictionary references. Finally, they present a summary, emphasizing the main points gleaned from the texts. This interactive activity allows students to practice their reading skills while engaging in collaborative learning and public speaking, further strengthening their understanding of the Reciprocal Teaching Technique.

3) The third treatment session was conducted on October 28<sup>th</sup>, 2024, as the final implementation of the reciprocal teaching technique. In this session, the students were given a new text titled “An Unforgettable Experience.” Similar to the previous sessions, the activity revolved around the four strategies of the reciprocal teaching technique: predicting, questioning, clarifying, and summarizing. Students began by working in their groups to analyze the text. During the predicting stage, they examined the title and anticipated the content, discussing their expectations collaboratively. In the questioning stage, they created questions related to the text’s main ideas, details, and implied meanings, aiming to delve deeper into the content. During the clarifying stage, the groups identified unfamiliar words or phrases and worked together to interpret their meanings using context or external resources. Finally, in the summarizing stage, each group worked to distill the text’s core message into a concise summary. After completing their group discussions, representatives from each group shared their analyses with the class. They presented their predictions, questions, clarifications, and summaries, allowing for peer feedback and shared insights. This final treatment reinforced the students’ mastery of the reciprocal teaching technique and further enhanced their ability to comprehend and analyze texts collaboratively.

After being given treatment, the post-test held on Monday, November 4<sup>th</sup>, 2024. The post-test was carried out by working on 50 questions that had been previously validated by experts.

#### **b. Control Class**

Before being given treatment, the pre-test was conducted on Wednesday, October 2<sup>nd</sup>, 2024. The pre-test was carried out by completing the same 50 multiple-choice questions as those given to the

experimental class. During the learning process, the control class was treated with conventional methods.

- 1) The first treatment was conducted on October 09<sup>th</sup>, 2024 involved the text “A School Trip to the Museum.” The teacher began by explaining the purpose of the lesson and introducing the text. The teacher then read the text aloud while students followed along silently. Afterward, the teacher explained the meaning of key vocabulary and provided a detailed explanation of the text. Students were required to answer comprehension questions individually, focusing on finding explicit information. There was little emphasis on discussion or strategy use, with the teacher providing most of the input.
- 2) In the second treatment that was held on October 16<sup>th</sup>, 2024 the students worked on two texts “A Birthday Surprise” and “My First Day at School.” The teacher distributed the texts and asked students to read them silently. After reading, the teacher explained the main ideas and provided interpretations of the texts. Vocabulary was explained as needed, and the teacher posed several questions to check comprehension. Students answered these questions individually in their notebooks. The activity relied heavily on the teacher’s explanations, with minimal student engagement beyond answering questions.
- 3) In the third treatment on October 30<sup>th</sup>, 2024 session for the control class, the focus was on practicing recount texts using multiple-choice questions from the student workbook (Lembar Kerja Siswa or LKS). The teacher began the session by briefly reviewing the general structure and language features of recount texts, including orientation, events, and reorientation. The review was delivered in a lecture-style format, with students listening and taking notes. After the review, students were provided with recount text exercises in the form of multiple-choice questions from the LKS.

They were instructed to read the texts and answer the questions independently within a specified time limit. The questions tested various aspects of the texts, such as understanding the main idea, identifying specific details, and analyzing vocabulary in context.

Once students completed the exercises, the teacher discussed the answers with the entire class, explaining the correct responses and addressing any misconceptions. The session was primarily focused on individual work and teacher-led explanations, with little to no group interaction or collaborative learning. This approach emphasized comprehension through repetition and teacher feedback rather than interactive strategies or group discussions.

### **3. Data Analysis**

For data analysis, the scores from the pre-test and post-test in both the experimental and control classes were collected. The scores were then processed using IBM SPSS 27 to evaluate the results. This analysis compared the students' scores before and after the treatment to measure the outcomes in both classes. The detailed data analysis is presented as follows:

#### **a. Normality Test**

The normality test results were derived from the pre-test and post-test data of both the control and experimental groups. To determine whether the data is normally distributed, the significance value (Sig) in the Kolmogorov-Smirnov test was analyzed, as outlined below:

- If Sig > 0.05, the data is considered normally distributed.
- If Sig < 0.05, the data is considered not normally distributed.

This approach follows the criteria provided by (Ananda & Fadhli, 2018)

<b>Tests of Normality</b>						
Classes	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Experiment	.125	34	.194	.978	34	.708
Post Test Experiment	.119	34	.200*	.965	34	.333
Pre Test Control	.126	34	.191	.947	34	.099
Post Test Control	.134	34	.128	.967	34	.390
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

*Table 4.5 Result of the Normality Test*

Based on the table above, it can be concluded that the data follows a normal distribution. This is evident from the significance values: the pre-test data for the experimental class has a value of 0.194, and for the control class, it is 0.191. For the post-test, the experimental class shows a value of 0.200, while the control class has a value of 0.128. Therefore, it can be concluded that both the pre-test and post-test items are normally distributed.

**b. Homogeneity Test**

The homogeneity test is conducted to assess whether the samples from the population have similar characteristics and are not significantly different from each other. This test was performed after the pre-test and post-test results were collected from both the experimental and control groups.

<b>Test of Homogeneity of Variance</b>				
	Levene Statistic	df1	df2	Sig.
Based on Mean	.001	1	66	.981
Based on Median	.000	1	66	1.000
Based on Median and with adjusted df	.000	1	65.953	1.000
Based on trimmed mean	.001	1	66	.981

*Table 4.6 Result of Homogeneity Test*

Based on the table above, the significance level in the “Based on Mean” row is 0.981. Since the Sig value is greater than 0.05, it can be concluded that the two groups of data have homogeneous variances.

### c. Hypothesis Test

The T-test is a statistical test used to assess the validity of the null hypothesis ( $H_0$ ), which states that there are no significant differences between the means of two samples randomly drawn from the same population. The purpose of the two-sample T-test is to determine whether the means of the two samples are equal or different. It aims to evaluate the generalizability of the research findings by comparing the mean values of the two samples (Ananda & Fadhli, 2018).

According to Jainuri, the comparison between the calculated t-value and the value from the t-table, or the Sig-value from IBM SPSS Statistics 27, is as follows:

- If Sig > 0.05,  $H_0$  is accepted, and  $H_a$  is rejected.
- If Sig < 0.05,  $H_0$  is rejected, and  $H_a$  is accepted.

#### 1) Paired Sample T-test of Experiment Class

The T-test was conducted on the pre-test and post-test data of the experimental class to determine the differences in students' reading abilities after using the reciprocal teaching technique. The summary of the pre-test and post-test results in reading, using the reciprocal technique in the experimental class, is presented in the table below:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Experiment	63.06	34	7.679	1.317
	Post Test Experiment	80.00	34	6.267	1.075

*Table 4.7 Result Paired Sample T-test*

The paired sample group statistics table provides a descriptive analysis of the processed data. According to the table,

the mean score of the pre-test in the experimental class is 63.06, while the mean score of the post-test is 80.00. The value of N indicates there are 34 data points. The standard deviation, which measures the variation or risk level, is 7.679 for the pre-test in the experimental class and 6.267 for the post-test in the control class.

The standard error mean (SEM) helps estimate how accurately the sample data's average can represent the population mean. The SEM for the pre-test in the experimental class is 1.317, and for the post-test, it is 1.075. Since the data is normally distributed, the SEM can be disregarded.

Based on the mean scores of the pre-test and post-test, it can be concluded that the post-test scores are higher than the pre-test scores. The post-test mean score is 80.00 from 34 data points, with a standard deviation of 6.267 and a standard error mean of 1.075, indicating an improvement in the post-test results compared to the pre-test.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test and Post-Test Experiment	-16.941	7.804	1.338	-19.664	-14.218	-12.658	33	.000

*Table 4.8 Result Paired Sample of Experiment Class*

Based on the table above, the results of the paired sample test for the experimental class show  $t = -12.658$  with  $df = 33$  at a significance level of 0.05. Since the Sig (2-tailed) value is 0.000, which is less than 0.05,  $H_0$  is rejected, and  $H_a$  is accepted. This indicates a significant difference between the pre-test and post-test scores in the experimental class. The data reveals an improvement

in reading skills from the pre-test to the post-test in the experimental class.

The table also shows the mean paired differences, which is -16.941, reflecting the difference between the average pre-test and post-test scores in the experimental class ( $63.06 - 80.00 = -16.941$ ). The 95% Confidence Interval for the difference ranges from -19.664 to -14.218.

According to the output, the t-value is negative (-12.658) because the mean pre-test score is higher than the mean post-test score. However, a negative t-value can be treated as positive, therefore the t-value becomes 12.658. To compare this with the t-table, the degree of freedom (df) is 33, and the significance level ( $\alpha/2$ ) is 0.025. Referring to the t-distribution table, the t-table value for  $df = 33$  and  $\alpha = 0.025$  is 2.034.

Since the t-value of 12.658 is greater than the t-table value of 2.034,  $H_0$  rejected and  $H_a$  accepted. This means that there is a significant difference between the pre-test and post-test scores, confirming that the reciprocal teaching technique had an effect on improving reading skills.

## 2) Paired Sample T-test of Control Class

The T-test was conducted on the pre-test and post-test data of the control class to determine the differences in students' reading abilities. The summary of the pre-test and post-test results in reading comprehension for the control class is presented in the table below:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Pre Test Control	60.18	34	8.909	1.528
	Post Test Control	75.88	34	6.188	1.061

*Table 4.9 Result Paired Sample T-test*

The paired sample group statistics table provides a descriptive analysis of the processed data. The “mean” column shows the average value for each variable. According to the table, the mean of the pre-test in the control class is 60.18, while the mean score of the post-test is 75.88. The value of (N) indicates that there are 34 data points.

The standard deviation, which measures the level of variation, is 8.909 for the pre-test and 6.188 for the post-test in the control class. The standard error mean is used to assess how accurately the sample’s average represents the population mean.

For the control class, the standard error mean for the pre-test is 1.528, and for the post-test, it is 1.061. Since the data is normally distributed, the standard error mean can be disregarded. Based on the mean scores of the pre-test and post-test, it can be concluded that the post-test scores are higher than the pre-test scores.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 2	Pre-Test and Post-Test Control	-15.706	9.239	1.585	-18.930	-12.482	-9.912	33	.000

*Table 4.10 Result Paired Sample of Control Class*

Based on the table above, the results of the paired sample test in the control class show  $t = -9.912$  with  $df = 33$  at a significance level of 0.05. Since  $\text{Sig (2-tailed)} = 0.000$ , which is less than 0.05,  $H_0$  is rejected and  $H_a$  is accepted. This indicates a significant difference between the pre-test and post-test scores in

the control class, with an improvement in reading skills from the pre-test to the post-test.

The table also shows the mean paired difference of -15.706, representing the difference between the average scores of the pre-test and post-test in the control class ( $60.18 - 75.88 = -15.706$ ). The 95% Confidence Interval for the difference ranges from -18.930 to -12.482.

According to the output, the t-value is negative (-9.912), which occurs because the pre-test mean score is higher than the post-test mean score. However, a negative t-value can be treated as positive, therefore the t-value becomes 9.912. To find the t-table value, we refer to the df value (33) and the significance level ( $\alpha/2 = 0.025$ ). From the t-distribution table, the t-table value for  $df = 33$  and  $\alpha = 0.025$  is 2.034.

Since the t-value of 9.912 is greater than the t-table value of 2.034,  $H_0$  rejected and  $H_a$  accepted. This means that there is a significant difference between the pre-test and post-test scores, indicating that the conventional teaching technique affected improving reading skills.

### 3) Independent Sample T-test of Pre-Test

The independent-sample t-test is used to determine whether there is a difference in the means of the two groups. The hypotheses are as follows:

$H_0$  (Null Hypothesis): There is no significant effect of using the reciprocal technique on students' reading skills.

$H_a$  (Alternative Hypothesis): There is a significant effect of using the reciprocal technique on students' reading skills.

The decision-making for the independent-samples t-test is based on the following criteria:

1. If the significance value (2-tailed) is greater than 0.05,  $H_0$  is accepted and  $H_a$  is rejected, meaning there is no significant difference between the control and experimental classes.
2. If the significance value (2-tailed) is less than 0.05,  $H_0$  is rejected and  $H_a$  is accepted, indicating a significant difference between the control and experimental classes.

Additionally, decision-making can be based on comparing the t-count value with the t-table value:

1. If the t-count value is less than the t-table value,  $H_0$  is accepted and  $H_a$  is rejected, indicating no significant difference between the control and experimental classes.
2. If the t-count value is greater than the t-table value,  $H_0$  is rejected and  $H_a$  is accepted, showing a significant difference between the control and experimental classes (Ananda & Fadhli, 2018).

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Pre Test Experiment	34	63.06	7.679	1.317
	Pre Test Control	34	60.18	8.909	1.528

*Table 4.11 Result Independent Sample T-test*

Based on the output table above, the number of data points (N) for both the control and experimental classes is 34 students. The mean value for the experimental class is 63.06, while for the control class, it is 60.18. Statistically, this suggests that there is an average difference in the pre-test scores between the two classes. To determine whether this difference is significant, it is necessary to analyze the output of the independent samples test for the pre-test.

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
Learning Outcomes	Equal variances assumed	.998	.322	1.429	66	.158	2.882	2.017	-1.145	6.910
	Equal variances not assumed			1.429	64.596	.158	2.882	2.017	-1.146	6.911

*Table 4.12 Result from Independent Sample T-test of Pre-Test*

Based on the table above, the Sig. value of Levene's Test for Equality of Variances is 0.322, which is greater than 0.05. This indicates that the variance between the control and experimental classes is homogeneous. Therefore, the interpretation of the independent samples test should be based on the "Equal Variances Assumed" column. The Sig (2-tailed) value is 0.158, which is greater than 0.05. This leads to the decision that  $H_0$  is accepted and  $H_a$  is rejected. Thus, we can conclude that there is no significant difference between the average pre-test scores of the control and experimental classes.

#### 4) Independent Sample T-test of Post-Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Post Test Experiment	34	80.00	6.267	1.075
	Post Test Control	34	75.88	6.188	1.061

*Table 4.13 Result Independent Sample T-test*

Based on the output table above, the number of data points (N) for both the control and experimental classes is 34 students. The mean score for the experimental class is 80.00, while for the control class, it is 75.88. Statistically, this indicates an average difference in the post-test scores between the two classes. To determine whether this difference is significant, we need to analyze the output of the independent samples test for the post-test.

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
Learning Outcomes	Equal variances assumed	.001	.981	2.726	66	.008	4.118	1.510	1.102	7.133
	Equal variances not assumed.			2.726	65.989	.008	4.118	1.510	1.102	7.133

Table 4.14 Result from Independent Sample T-test of Post-Test

Based on the table above, the value of Sig. Levene's Test for Equality of Variances is 0.981, which is greater than 0.05. This indicates that the variance between the control and experimental classes is homogeneous. Therefore, the interpretation of the independent sample test output should be based on the "Equal Variances assumed" column. The Sig (2-tailed) value is 0.008, which is less than 0.05. Based on this, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, meaning there is a significant difference between the average post-test scores of the control and

experimental classes. These results suggest that the reciprocal technique was effective in improving students' reading skills, as the experimental class, which received the reciprocal teaching method, outperformed the control class.

## **B. Discussion**

This research was conducted at SMA Ma'arif NU Karanganyar Purbalingga. The study examined the effectiveness of using the reciprocal technique in teaching reading skills. The method used involved comparing the reading skills of students in class X-E (control class), who were taught without the reciprocal technique, with those in class X-B (experimental class), who were taught using the reciprocal technique. Initially, a pre-test was administered to measure the student's reading skills in both classes before any treatment was given. The pre-test consisted of 50 multiple-choice questions based on recount texts, which had been validated by experts.

The pre-test results were analyzed using IBM SPSS Statistics 27. Based on the paired sample statistical table, the control class had a pre-test mean score of 60.18 and a post-test mean score of 75.88, with a standard deviation of 8.909 for the pre-test and 6.188 for the post-test. In the experimental class, the mean score was 63.06 for the pre-test and 80.00 for the post-test, with a standard deviation of 7.679 for the pre-test and 6.267 for the post-test. This indicates an average score increase of 15.7 in the control class and 16.94 in the experimental class.

The results of the Paired Sample T-test showed significant differences between the pre-test and post-test scores in both the control and experimental classes. This indicates that both teaching methods were effective in improving students' reading skills. However, the Independent T-test results revealed a notable distinction: there was no significant difference in the pre-test scores between the two classes ( $0.158 > 0.05$ ), but a significant difference was found in the post-test scores ( $0.008 < 0.05$ ). This suggests that while both methods improved students' reading skills, the experimental class, which used the

reciprocal technique, experienced greater improvement compared to the control class.

In addition to the statistical results, the treatment process revealed differences in student responses in the two classes. In the experimental class, students demonstrated high engagement and active participation during the reciprocal teaching activities, such as predicting, questioning, clarifying, and summarizing. This interactive and student-centered approach encouraged collaboration and critical thinking, allowing students to take more responsibility for their learning. Conversely, in the control class, where the traditional teacher-centered method was applied, students tended to be more passive, primarily listening to the teacher's explanation and answering questions individually. While this method still resulted in score improvements, the lack of interaction and active involvement limited the depth of learning and overall student engagement.

These differences highlight that the reciprocal technique not only enhances academic outcomes, as evidenced by the post-test scores but also positively impacts the learning process and student attitudes. The experimental class benefitted from a more dynamic and collaborative learning environment, which fostered greater motivation and enthusiasm for reading activities.

During the treatment phase, significant differences were observed between the experimental class (X-B) and the control class (X-E), providing clear evidence of the technique's impact. The treatment was conducted over several sessions in the experimental class, where students were introduced to the four core strategies of reciprocal teaching: predicting, questioning, clarifying, and summarizing. In the beginning, students faced challenges in adapting to this method as it required active participation and collaboration, which were not part of their usual learning routine. To address this, detailed examples were provided, each strategy was modeled, and students were guided through the process step by step.

For instance, in the predicting stage, students were encouraged to analyze the title and headings of the recount texts to anticipate the content. This not only piqued their curiosity but also prepared them mentally for the reading task. In the questioning phase, students formulated their questions about the text, which deepened their understanding and encouraged critical thinking. The clarifying stage was particularly beneficial for addressing unfamiliar vocabulary and confusing sentences, fostering a deeper comprehension of the text. Lastly, in the summarizing stage, students worked collaboratively to identify the main ideas and construct coherent summaries, which helped reinforce their overall understanding.

Throughout the sessions, the reciprocal teaching technique shifted the learning dynamic, making it more student-centered. Students were encouraged to take on leadership roles within their groups, which enhanced their confidence and engagement. In contrast, the control class continued with traditional teacher-centered methods, where the teacher explained the material and students primarily listened and answered questions. While this method showed some improvement in scores, the experimental class demonstrated a greater increase due to the interactive and collaborative nature of reciprocal teaching.

The improvements in the experimental class were evident not only in the test scores but also in students' attitudes toward reading. They became more engaged, demonstrated better comprehension, and were more willing to discuss and share their ideas. However, challenges such as initial confusion and occasional boredom were addressed by incorporating ice-breaking activities to maintain students' interest and motivation.

Overall, the treatment phase played a crucial role in demonstrating how the reciprocal technique enhances students' reading skills. By actively involving students in the learning process and promoting teamwork, the method proved to be an effective approach for improving comprehension and fostering a more dynamic learning environment.

Unlike previous studies, such as Murti et al. (2023), which mainly focused on analyzing post-test results to evaluate the effectiveness of reciprocal teaching, this research takes a broader approach. It examines not only the outcomes of pre-test and post-test results but also observes the development of students' reading abilities and the retention of skills throughout the learning process.

While prior studies primarily applied reciprocal teaching in its basic form, this research introduces innovations by combining them with various collaborative language teaching strategies. These include taking notes during the questioning phase (e.g., identifying and writing down difficult words), incorporating ice-breaking activities, encouraging active discussions, and integrating speaking practice through student presentations during the summarizing phase. This combination aims to create a more engaging and comprehensive learning experience.

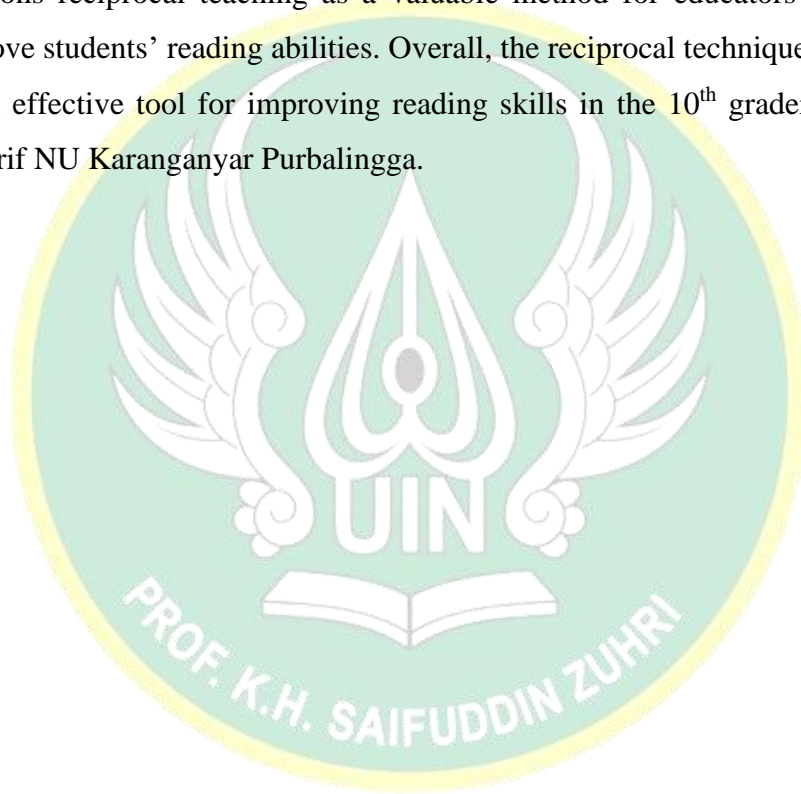
The findings show that students in the experimental class demonstrated consistent progress throughout the treatments. This suggests that the reciprocal teaching technique, when combined with these collaborative strategies, supports a deeper understanding of reading materials while also enhancing skill retention.

Overall, this study provides evidence that reciprocal teaching, enriched with additional strategies, can significantly improve both students' reading and speaking abilities. Future research could further explore factors that influence the success of this integrated approach, such as group dynamics, the complexity of learning materials, or the role of speaking activities, to maximize its application in educational contexts.

The research supports previous findings, such as those (Fajriyah, 2022), which showed that the reciprocal technique improves students' reading skills by encouraging active engagement and comprehension monitoring. Similar results were reported in studies conducted by Dew et al., (2021) which demonstrated that the reciprocal technique effectively helps students predict, question, clarify, and summarize, key components of improved reading skills.

Additionally, research by Juliawati et al., (2019) on recount texts confirmed the technique's effectiveness in improving reading skills, which is consistent with this study's findings.

In conclusion, this study confirms that the reciprocal teaching technique is not only effective in improving immediate reading performance but also fosters long-term comprehension skills. By promoting active participation and collaboration, it provides a student-centered learning experience that significantly benefits reading comprehension. This evidence positions reciprocal teaching as a valuable method for educators aiming to improve students' reading abilities. Overall, the reciprocal technique proved to be an effective tool for improving reading skills in the 10<sup>th</sup> graders at SMA Ma'arif NU Karanganyar Purbalingga.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

This research examined the effectiveness of the reciprocal technique in students' reading skills at 10<sup>th</sup> graders in SMA Ma'arif NU Karanganyar Purbalingga. The quantitative data was obtained by comparing the pre-test and post-test of the experimental class (taught using the reciprocal technique) and the control class (taught using conventional methods) using IBM SPSS Statistics 27. The results showed significant improvements in both classes, with the experimental class outperforming the control class in the post-test.

Analysis using the Paired-Sample T-test revealed a significant difference in reading skills between the pre-test and post-test results in both the experimental and control classes. The t-count values were greater than the t-table values, and the significance level (Sig. 2-tailed) was 0.000, which was less than 0.05. This indicates that both teaching methods significantly improved students' reading skills.

However, further analysis using the Independent T-test showed a significant difference in the post-test results between the experimental and control classes. The significance level (0.008) was less than 0.05, indicating that while both methods led to improvements, the experimental class, which used the reciprocal technique, showed a greater improvement compared to the control class. This suggests that the reciprocal technique was more effective in enhancing students' reading skills than the conventional method.

This study concludes that the reciprocal technique is highly effective in improving reading skills, particularly in the context of recount texts. The technique, which involves strategies such as predicting, questioning, clarifying, and summarizing, encourages students to be more actively involved and collaborate during the learning process. This approach creates a more dynamic and student-centered learning environment.

Based on these findings, it can be concluded that the reciprocal technique not only improves immediate reading performance but also

enhances critical thinking, collaboration, and deeper comprehension. Therefore, it is highly recommended for use in teaching reading. Future research could explore the impact of this technique on various types of texts and subjects, as well as its potential to improve long-term reading skill retention.

### **B. Limitation of the Study**

This study faced several limitations, primarily due to time constraints. Implementing the reciprocal technique requires a significant amount of time, especially if students have difficulty understanding the steps involved. Despite these time limitations, the study was successful because the teacher provided clear and detailed explanations, and students actively participated in the learning process. As a result, even with time constraints, the students were able to effectively grasp the steps of the reciprocal technique.

Additionally, students were initially unfamiliar with the reciprocal technique, which caused some challenges in adapting to its steps, particularly predicting, questioning, clarifying, and summarizing. This unfamiliarity meant that more time was required for students to become comfortable with the method. Another limitation was the study's limited scope, as it was conducted in a single school with a specific group of students. This may affect the generalizability of the findings to other schools or educational settings. Therefore, further studies in different contexts and with diverse student populations are needed to confirm the broader applicability of the reciprocal technique for teaching reading.

### **C. Suggestion**

Based on the results of this study, here are some suggestions for teachers, students, and researchers:

#### **a) For Teachers**

1. Provide clear instructions and examples for each step (predicting, questioning, clarifying, and summarizing).
2. Monitor students' progress regularly and give support when needed.

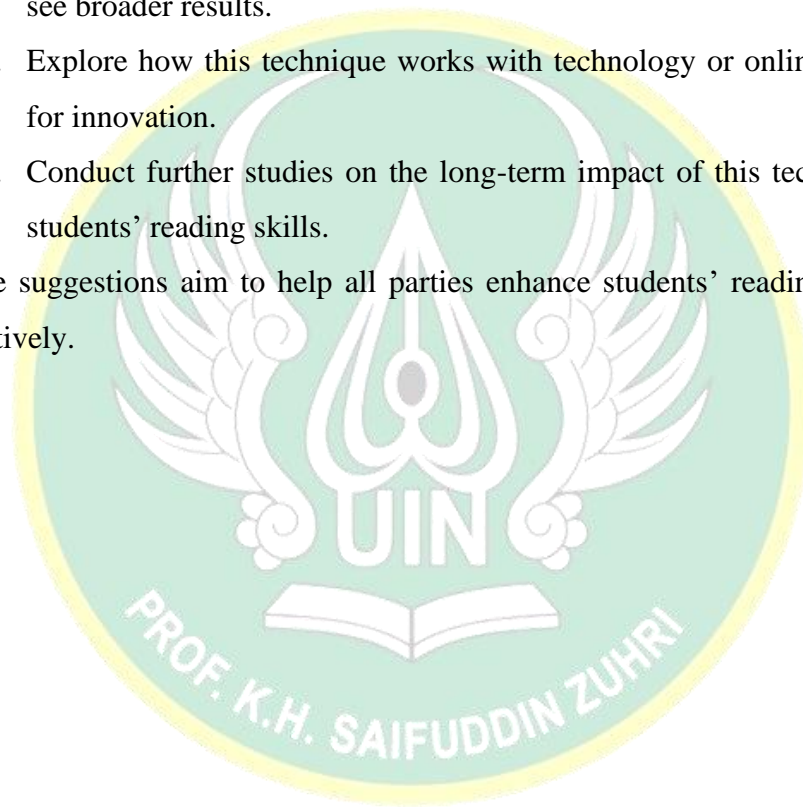
b) For Students

1. Students should actively participate in group discussions when using this technique.
2. Practice each step of reciprocal teaching to improve understanding of the text.
3. Use this method to develop teamwork and critical thinking skills.

c) For Other Researchers

1. Researchers can apply this technique in different graders or schools to see broader results.
2. Explore how this technique works with technology or online learning for innovation.
3. Conduct further studies on the long-term impact of this technique on students' reading skills.

These suggestions aim to help all parties enhance students' reading abilities effectively.



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# APPENDICES

## Appendix 1 Individual Research Request Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsaizu.ac.id

Nomor : B.m.4460/Un.19/D.FTIK/PP.05.3/09/2024  
Lamp. : -  
Hal : **Permohonan Ijin Riset Individu**

20 September 2024

Kepada  
Yth. Kepala SMA Ma'arif Karanganyar  
Kec. Karanganyar  
di Tempat

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- |                    |   |
|--------------------|---|
| 1. Nama            | : Siti Maryam   |
| 2. NIM             | : 214110404006  |
| 3. Semester        | : 7 (Tujuh)   |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris   |
| 5. Alamat          | : Desa Jambudesa, RT 01 RW 03, Kecamatan Karanganyar,<br>Kabupaten Purbalingga  |
| 6. Judul           | : The Effectiveness of Reciprocal Technique on Students'<br>Reading Skill at 10th Class in SMA Ma'arif Karanganyar<br>Purbalingga |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- |                      |   |
|----------------------|---|
| 1. Objek             | : The Effectiveness of Reciprocal Technique on Students'<br>Reading Skill |
| 2. Tempat / Lokasi   | : SMA Ma'arif Karanganyar   |
| 3. Tanggal Riset     | : 21-09-2024 s/d 21-11-2024   |
| 4. Metode Penelitian | : Metode Penelitian Kuantitatif   |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.  
*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah

## Appendix 2 Certificate of the Research



LEMBAGA PENDIDIKAN MA'ARIF NU PCNU PURBALINGGA  
**SMA MA'ARIF KARANGANYAR**

Jl. Raya Karanganyar No. 11 Purbalingga Kode Pos 53354

0815 777 3250 ☎ (0281) 758598 📠

[smamaarifnukaranganyar.pbg@gmail.com](mailto:smamaarifnukaranganyar.pbg@gmail.com) 📧

<http://smamaarifnukaranganyar.sch.id> 🌐

**SURAT KETERANGAN**

No : 421.3/1989/B08.181/695/XI/2024

Yang bertanda tangan dibawah ini :

Nama : **IMAMUDDIN, S.Ag., M.H.I.**  
NIP : -  
Jabatan : Kepala Sekolah  
Unit Kerja : SMA Ma'arif Karanganyar  
Alamat : Jalan Raya Karanganyar No. 11, Purbalingga

Berdasarkan Surat Permohonan Ijin Riset Individu dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Nomor : B.m.4460/Un.19/D.FTIK/PP.05.3/09/2024, dengan ini menerangkan bahwa :

Nama Lengkap : **SITI MARYAM**  
NIM : 214110404006  
Semester : 7 (Tujuh)  
Jurusan / Prodi : Tadris Bahasa Inggris  
Tahun Akademik : 2024/2025

Benar-benar telah melaksanakan Riset Individu di SMA Ma'arif Karanganyar pada tanggal 21-09-2024 s/d 06-11-2024 dengan Objek " The Effectiveness Of Reciprocal Technique on Students' Reading Skill at 10<sup>th</sup> Class in SMA Ma'arif Karanganyar Purbalingga ". Selama melakukan observasi di SMA Ma'arif Karanganyar bersikap baik.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Karanganyar, 06 November 2024

Kepala Sekolah

  
**IMAMUDDIN, S.Ag., M.H.I.**  
NIP. -

### Appendix 3 Validation Sheet

#### SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Windhariyati Dyah Kusumawanti, M.A., M.Pd.

Jabatan : Dosen

Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul "The Effectiveness of Reciprocal Technique on Students' Reading Skills at 10<sup>th</sup> Class in SMA Ma'arif Karanganyar Purbalingga" yang dibuat oleh :

Nama : Siti Maryam

NIM : 214110404006

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrument tersebut,

☐ Layak digunakan

☒ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Catatan (bila perlu)

- jumlah soal diperkaya : ..... - sumber acuan indikator  
- indikator soal ditinci : .....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya

Purwokerto, 25 September 2024

Validator



Windhariyati Dyah Kusumawanti, M.A., M.Pd.  
NIDN. 20010149001

## Appendix 4 Pre-Test

### PRE-TEST

#### PETUNJUK UMUM

1. Tulis identitas sesuai dengan form yang tersedia.
2. Bacalah setiap teks dengan cermat sebelum menjawab pertanyaan.
3. Jawablah semua pertanyaan yang diberikan sesuai dengan informasi yang ada di dalam teks.
4. Pastikan semua soal telah dijawab sebelum menyerahkan hasil kerja.

#### Read the text below to answer questions 1-5!

Last summer, I had my first experience traveling abroad. I went to Japan with my family for two weeks. We visited Tokyo, Kyoto, and Osaka. We explored the city's modern architecture in Tokyo and visited famous landmarks such as the Tokyo Tower and Shibuya Crossing. In Kyoto, we spent time visiting historical temples and gardens. I especially enjoyed the Fushimi Inari Shrine, which has thousands of red torii gates. Osaka was equally fascinating with its food markets and friendly people. The trip was an unforgettable experience, and I learned a lot about Japanese culture.

1. What is the main purpose of the text?
  - A. To describe the writer's experience visiting temples.
  - B. To explain the writer's trip to Japan and what made it memorable.
  - C. To inform readers about Japanese culture.
  - D. To persuade others to visit Japan.
  - E. To list the cities the writer visited.
2. Which city did the author visit to see modern architecture and famous landmarks?
  - A. Osaka
  - B. Kyoto
  - C. Tokyo
  - D. Fukuoka
  - E. Hiroshima

3. What does the word "**which**" refer to in the sentence?
- A. Shrine
  - B. Japan
  - C. Kyoto
  - D. Gates
  - E. Summer
4. What can be inferred about the author's experience in Osaka?
- A. The author didn't like the food in Osaka.
  - B. The people in Osaka were unfriendly.
  - C. The author found Osaka's food markets and people interesting.
  - D. Osaka was the author's least favorite city.
  - E. The author spent more time in Osaka than in other cities.
5. What does the word underlined "**unforgettable**" in the sentence, most likely mean?
- A. Boring
  - B. Unpleasant
  - C. Unmemorable
  - D. Memorable
  - E. Difficult

**Read the text below to answer questions 6-10!**

Last year, my classmates and I went on a school trip to Bali. We visited various places like Kuta Beach, Ubud, and Tanah Lot Temple for five days. We relaxed on Kuta Beach on the first day, enjoying the sun and waves. The next day, we traveled to Ubud, where we visited art galleries and a monkey forest. Our guide explained the cultural significance of the area, and I was amazed by the richness of Balinese traditions. On the final day, we watched the sunset at Tanah Lot Temple, which was the highlight of the trip. It was a great experience that deepened my understanding of Indonesian culture.

6. What is the main idea of the text?
- A. The writer's visit to Ubud was the most enjoyable part of the trip.
  - B. The writer learned how to surf during the school trip.
  - C. The writer disliked the trip because it was too short.
  - D. The writer only enjoyed the sunset at Tanah Lot.
  - E. The writer's school trip to Bali was a relaxation and cultural exploration.
7. What did the writer do on the first day of the trip?
- A. Visited Ubud
  - B. Watched the sunset at Tanah Lot
  - C. Relaxed on Kuta Beach
  - D. Explored the markets
  - E. Hiked through a forest
8. What does the bold word "**the area**" in the text refer to?
- A. Tanah Lot Temple
  - B. Ubud
  - C. Kuta Beach
  - D. Bali
  - E. The monkey forest
9. What can be inferred about the author's experience at Tanah Lot Temple?
- A. The author disliked the sunset at Tanah Lot.
  - B. The author found the sunset at Tanah Lot to be the most memorable part of the trip.
  - C. The author preferred visiting the art galleries in Ubud.
  - D. The author thought the visit to Tanah Lot was disappointing.
10. The author wanted to spend more time at Kuta. What does the word "**richness**" most likely mean?
- A. Wealth
  - B. Financial success
  - C. Simplicity
  - D. Complexity and depth
  - E. Popularity

**Read the text below to answer questions 11-15!**

Last month, I participated in a cooking competition at school. It was the first time I had ever joined such an event, and I was very nervous. The theme of the competition was “Healthy Dishes.” I spent several days practicing different recipes and perfecting my presentation. On the day of the competition, I made a quinoa salad with grilled vegetables. Despite my nerves, I managed to present my dish confidently. To my surprise, I won second place! The judges praised the creativity of my dish and how well it matched the theme. This experience taught me the importance of preparation and believing in myself.

11. What is the main idea of the passage?
- A. The author frequently participates in cooking competitions.
  - B. The author prepared unhealthy dishes for a school competition.
  - C. The author won first place in a cooking competition.
  - D. The author learned valuable lessons from participating in a cooking competition.
  - E. The author presented a quinoa salad with grilled vegetables to the judges.
12. What dish did the author make for the competition?
- A. Grilled chicken with vegetables
  - B. Quinoa salad with grilled vegetables
  - C. Fruit salad
  - D. Pasta with a healthy sauce
  - E. Grilled fish
13. What does the underlined word “the theme” refer to?
- A. The creativity of the dish
  - B. Grilled vegetables
  - C. Quinoa salad
  - D. Healthy Dishes
  - E. School competitions

14. What can be inferred about the author's feelings after the competition?
- A. The author was disappointed with the result.
  - B. The author was surprised but proud of their achievement.
  - C. The author regretted participating in the competition.
  - D. The author expected to win first place.
  - E. The author did not enjoy the experience.
15. What does the word "**nerves**" most likely mean in the sentence, "Despite my nerves, I managed to present my dish confidently"?
- A. Calmness
  - B. Enthusiasm
  - C. Confidence
  - D. Nervousness
  - E. Excitement

**Read the text below to answer questions 16-20!**

Two years ago, I experienced a day that I will never forget. It was a sunny afternoon, and I was cycling with my friends in the park. Suddenly, I lost control of my bike and fell. I broke my arm and had to be rushed to the hospital. The doctors treated me well, and after a few hours, I was allowed to go home. Even though the experience was painful, I learned to be more careful and responsible. Since that day, I have always worn protective gear when cycling and have never had an accident again.

16. What is the text mainly about?
- A. The writer's reluctance to cycle after an accident.
  - B. The writer's visit to the hospital after an injury.
  - C. The writer's accident while cycling and the lessons they learned from it.
  - D. The writer's excitement about spending time outdoors.
  - E. The writer's adventure at the park with friends.

17. What happened after the author fell off the bike?
- A. The author quickly recovered and continued cycling.
  - B. The author was treated in the hospital and then allowed to go home.
  - C. The author stopped cycling forever.
  - D. The author's friends rushed home.
  - E. The author did not need any medical attention.
18. What does the underlined word "**the experience**" in the text refer to?
- A. Cycling with friends
  - B. Wearing protective gear
  - C. Breaking an arm in the accident
  - D. Going home from the hospital
  - E. Learning to ride a bike
19. What did the author learn after the accident?
- A. The author stopped cycling.
  - B. The author learned to be more careful when cycling.
  - C. The author decided to cycle without friends.
  - D. The author became scared of riding bikes.
  - E. The author wanted to buy a new bike.
20. What does the word "**responsible**" mean in the sentence?
- A. Fast and strong
  - B. Happy and excited
  - C. Fun and free
  - D. Careful and safe
  - E. Nervous and scared

**Read the text below to answer questions 21-25!**

One day, I found an old bicycle in the garage. It was dusty and rusty, but I thought it could be fixed. I decided to clean it up and see if it worked. I spent the afternoon washing it and applying some oil to the rusty parts. After a few hours, the bicycle looked much better and was ready to ride. I took it for a short ride around the neighborhood, and it worked perfectly. Fixing the bicycle was a fun project, and I was happy to see it in good condition again.

21. What is the main idea of the passage?
- A. The author found an old bicycle, cleaned it, and enjoyed riding it.
  - B. The author bought a new bicycle.
  - C. The author decided to sell the bicycle.
  - D. The author forgot about the bicycle in the garage.
  - E. The author did not like riding bicycles.
22. What did the author do to the bicycle?
- A. Sold it to a friend
  - B. Cleaned it and applied oil
  - C. Threw it away
  - D. Painted it a new color
  - E. Used it as decoration
23. What does the word **"it"** in the sentence refer to?
- A. The garage
  - B. The afternoon
  - C. The bicycle
  - D. The oil
  - E. The neighborhood
24. What can be inferred about the author's feelings after fixing the bicycle?
- A. The author was upset because the bicycle did not work.
  - B. The author was happy and enjoyed riding the fixed bicycle.
  - C. The author decided to buy a new bicycle.
  - D. The author forgot about the bicycle after fixing it.
  - E. The author felt the project was too difficult.
25. What does the word **"dusty"** mean in the sentence, "It was dusty and rusty"?
- A. Clean
  - B. New
  - C. Shiny
  - D. Covered with dirt
  - E. Broken

**Read the text below to answer questions 26-30!**

Last weekend, I went to the zoo with my family. We saw many animals like lions, elephants, and giraffes. My favorite animals were the monkeys because they were very funny. They jumped around and played with each other. We also watched a show with dolphins. They did many tricks, like jumping through hoops. After the show, we had lunch at a picnic area. It was a fun day, and I hope we can go to the zoo again soon.

26. What is the main idea of the passage?

- A. The author played soccer at the zoo.
- B. The author saw a movie about animals.
- C. The author bought a pet lion.
- D. The author went to the park with friends.
- E. The author and their family went to the zoo and saw many animals.

27. Which animals were the author's favorite?

- A. Lions
- B. Monkeys
- C. Dolphins
- D. Elephants
- E. Giraffes

28. In the sentence, "They jumped around..." who does "**They**" refer to?

- A. Lions
- B. Giraffes
- C. Dolphins
- D. Monkeys
- E. Elephants

29. What can be inferred about the author's feelings about the day?

- A. The author didn't enjoy the trip to the zoo.
- B. The author hopes to visit the zoo again.
- C. The author thought the animals were boring.
- D. The author didn't want to see the dolphin show.
- E. The author was afraid of the animals.

30. What does the word "**tricks**" mean in the sentence, "They did many tricks, like jumping through hoops"?
- A. Movements or actions to entertain people
  - B. Games
  - C. Mistakes
  - D. Jobs
  - E. Tools

**Read the text below to answer questions 31-35!**

Yesterday, I helped my mom cook dinner. We made spaghetti with tomato sauce and a salad. I helped by cutting the vegetables and stirring the sauce. My mom showed **me** how to mix the ingredients, and I learned a lot. After we finished cooking, we ate together as a family. The food was **delicious**, and my family said I did a great job. I felt proud of myself for helping.

31. What is the main idea of the passage?
- A. The author went to a restaurant for dinner.
  - B. The author cooked dinner with their mom.
  - C. The author did homework at school.
  - D. The author went shopping for vegetables.
  - E. The author made a dessert.
32. What did the author and their mom cook for dinner?
- A. Pizza and salad
  - B. Spaghetti with tomato sauce and salad
  - C. Fried chicken and potatoes
  - D. Soup and sandwiches
  - E. Rice and vegetables
33. What does the word **me** refer to?
- A. The author's friend
  - B. The author
  - C. The author's brother
  - D. The author's teacher
  - E. The author's dad

34. What can be inferred about the author's feelings after helping with dinner?
- A. The author felt proud of helping.
  - B. The author didn't enjoy cooking.
  - C. The author didn't want to eat the food.
  - D. The author didn't learn anything new.
  - E. The author didn't like the food.
35. What does the word "**delicious**" mean in the sentence, "The food was delicious"?
- A. Tasty
  - B. Burnt
  - C. Cold
  - D. Spicy
  - E. Sour

**Read the text below to answer questions 36-40!**

Last Sunday, my family and I went to the beach. It was a sunny day, and the weather was perfect. **We** swam in the ocean, built sandcastles, and played volleyball. For lunch, we ate sandwiches and drank lemonade. In the afternoon, we walked along the beach and collected seashells. It was a wonderful day, and we had a lot of fun together.

36. What is the main idea of the passage?
- A. The author went to the beach with their friends.
  - B. The author stayed home on Sunday.
  - C. The author and their family had a fun day at the beach.
  - D. The author went to the park to play volleyball.
  - E. The author went fishing with their family.
37. What did the author's family eat for lunch at the beach?
- A. Pizza and soda
  - B. Sandwiches and lemonade
  - C. Hot dogs and ice cream
  - D. Burgers and fries
  - E. Fish and chips

38. What does the bold word "**We**" in the text refer to?
- A. The author and their family
  - B. The author and their friends
  - C. The author and their neighbors
  - D. The author and their teachers
  - E. The author and their classmates
39. What can be inferred about the author's feelings about the day?
- A. The author didn't enjoy the beach trip.
  - B. The author was bored at the beach.
  - C. The author had a wonderful time with their family.
  - D. The author was tired and wanted to go home early.
  - E. The author didn't like the weather.
40. What does the word "**seashells**" mean in the text?
- A. Small stones found in the ocean
  - B. Animals that live in the sea
  - C. Shells found on the beach
  - D. Pieces of seaweed
  - E. Toys used to play in the sand

**Read the text below to answer questions 41-45!**

Last year, my family and I went on a hiking trip to the mountains. It was my first time hiking at such a high altitude, and I was both nervous and excited. The journey was tough at times because the terrain was steep and rocky, but the view from the top made it all worth it. We could see **the valley** below, covered in greenery, and the sun setting behind the peaks was breathtaking. During the hike, we encountered some challenges, like sudden rain and slippery paths, but we pushed through together. It was a truly **rewarding** experience that taught me perseverance.

41. What is the main focus of the text?
- A. The writer's family trip to the beach.
  - B. The challenges and rewards of the writer's first high-altitude hike.
  - C. The writer's encounter with wildlife during the hike.
  - D. The writer's fear of hiking at high altitudes.
  - E. The writer's enjoyment of the sunset during the hike.
42. What natural event made the hike more difficult for the writer?
- A. A strong wind
  - B. Wild animals on the path
  - C. Sudden rain and slippery paths
  - D. Extremely cold weather
  - E. Falling rocks
43. What does the word "**the valley**" refer to?
- A. The top of the mountain
  - B. The area below the mountain
  - C. The rocky terrain
  - D. The sunset
  - E. The steep path
44. What did the author learn from the hiking trip?
- A. The author learned to give up when it's difficult.
  - B. The author learned that hiking is easy.
  - C. The author learned to hike in the rain.
  - D. The author learned to be scared of high places.
  - E. The author learned to persevere and keep going through challenges.
45. What does the word "**rewarding**" mean in the text?
- A. Easy
  - B. Challenging
  - C. Dangerous
  - D. Worthwhile
  - E. Boring

**Read the text below to answer questions 46-50!**

Last week, our school held a sports day event. All the students participated in different sports, like soccer, basketball, and running. I joined the running competition. I practiced for several days before **the event**, and on the day of the race, I was very excited. When the race started, I ran as fast as I could. In the end, I finished in second place. I was very happy because I did my best, and my friends **cheered** for me. It was a fun day, and I can't wait for next year's sports day.

46. What is the main idea of the passage?
- A. The author went to a basketball game.
  - B. The author joined a school sports day event.
  - C. The author did not like running.
  - D. The author won first place in the soccer game.
  - E. The author stayed home on sports day.
47. What sport did the author participate in during the sports day?
- A. Basketball
  - B. Soccer
  - C. Running
  - D. Swimming
  - E. Tennis
48. In the sentence, "I practiced for several days before the event," what does "**the event**" refer to?
- A. The running competition
  - B. The basketball game
  - C. The soccer match
  - D. The swimming race
  - E. The tennis tournament

49. What can be inferred about the author's feelings after the race?
- A. The author was disappointed with second place.
  - B. The author didn't enjoy the race.
  - C. The author didn't care about the race results.
  - D. The author was happy because they did their best.
  - E. The author was upset that their friends didn't cheer for them.
50. What does the word "**cheered**" mean in the sentence, "My friends cheered for me"?
- A. Complained
  - B. Shouted in support
  - C. Ran with me
  - D. Laughed at me
  - E. Sang a song



## Appendix 5 Post-Test

### POST-TEST

#### PETUNJUK UMUM

1. Tulis identitas sesuai dengan form yang tersedia.
2. Bacalah setiap teks dengan cermat sebelum menjawab pertanyaan.
3. Jawablah semua pertanyaan yang diberikan sesuai dengan informasi yang ada di dalam teks.
4. Pastikan semua soal telah dijawab sebelum menyerahkan hasil kerja.

#### Read the text below to answer questions 1-5!

Last Saturday, I went to the park with my best friend. We brought a kite to fly because it was a windy day. After flying the kite, we sat under a big tree and ate some snacks. We talked about school, our favorite movies, and our weekend plans. Before leaving the park, we took a walk around the lake. It was a relaxing and fun day.

1. What is the main idea of the passage?
  - A. The author and their friend went to a museum.
  - B. The author stayed home and watched movies.
  - C. The author and their friend went to the park and flew a kite.
  - D. The author went to the park with their family.
  - E. The author played soccer at the park.
2. What did the author and their friend bring to the park?
  - A. Soccer ball
  - B. Picnic basket
  - C. Kite
  - D. Bicycle
  - E. Book

3. In the sentence, "After flying the kite, we sat under a big tree and ate some snacks," what does "**we**" refer to?
- A. The author and their family
  - B. The author and their classmates
  - C. The author and their neighbors
  - D. The author and their best friend
  - E. The author and their teachers
4. What can be inferred about the weather during the day?
- A. It was a windy day.
  - B. It was raining.
  - C. It was very cold.
  - D. It was snowing.
  - E. It was a cloudy day.
5. What does the word "**relaxing**" mean in the sentence, "It was a relaxing and fun day"?
- A. Tiring
  - B. Quiet and peaceful
  - C. Stressful
  - D. Boring
  - E. Difficult

**Read the text below to answer questions 6-10!**

Two years ago, I had the chance to meet my favorite author at a book signing event. I had been a fan of her books for years, and I couldn't believe I would finally see her in person. When I arrived at the event, there was a long line, but I didn't mind waiting. After what felt like hours, it was my turn. I **nervously** handed her my book, and she smiled as she signed it. We exchanged a few words, and **she** even gave me writing advice, which I've kept in mind ever since. Meeting her was a dream come true and inspired me to pursue my writing career.

6. What is the text mainly about?
- A. The writer's experience of becoming a famous author.
  - B. The writer's dream is to attend a writing class.
  - C. The writer's memorable experience meeting their favorite author.
  - D. The writer's frustration with a book signing event.
  - E. The writer's desire to write a fan letter to their favorite author.
7. What did the author's favorite author do at the event?
- A. Read from her latest book.
  - B. Gave a long speech.
  - C. Signed the author's book and gave writing advice.
  - D. Hosted a writing workshop.
  - E. Signed everyone's books quickly without talking.
8. What does the underlined word "**she**" in the text refer to?
- A. The author
  - B. The author's friend
  - C. The event organizer
  - D. The author's favorite author
  - E. The author's teacher
9. What can be inferred about the author's feelings?
- A. The author was disappointed with the meeting.
  - B. The author felt inspired to become a writer.
  - C. The author was too nervous to speak.
  - D. The author didn't enjoy the event.
  - E. The author decided to stop writing.
10. What does the word "**nervously**" mean in the sentence, "I nervously handed her my book"?
- A. Confidently
  - B. Calmly
  - C. Excitedly
  - D. Anxiously
  - E. Happily

**Read the text below to answer questions 11-15!**

One afternoon, as I was walking home from school, I saw a small stray cat hiding under a car. It was dirty, hungry, and clearly in need of help. I approached it slowly, afraid it might run away, but instead, it came toward me. I took it home, cleaned it, and fed it. My family was initially hesitant about keeping it, but after a few days, they fell in love with the little cat just as much as I did. We named it "Lucky," and it has been part of our family ever since. Saving Lucky was one of the most rewarding experiences I've had.

11. What is the main idea of the text?
- A. The author found a stray cat and took it home.
  - B. The author lost their way home from school.
  - C. The author's family did not want a cat.
  - D. The author saw a stray cat but did not help it.
  - E. The author bought a cat from a pet store.
12. What did the author do after finding the stray cat?
- A. Ignored it and walked away.
  - B. Gave it to a friend.
  - C. Left it under the car.
  - D. Took it home, cleaned it, and fed it.
  - E. Called animal control immediately.
13. In the sentence, "We named it 'Lucky,' and it has been part of our family ever since," what does "it" refer to?
- A. The car
  - B. The school
  - C. The stray cat
  - D. The family
  - E. The neighborhood

14. What can be inferred about the author's family's feelings towards Lucky?

- A. The family did not like Lucky at all.
- B. The family was initially unsure but grew to love Lucky.
- C. The family thought Lucky was too wild to keep.
- D. The family wanted to give Lucky away.
- E. The family found Lucky to be annoying.

15. What does the word "**hesitant**" mean in the text?

- A. Excited
- B. Eager
- C. Uncertain
- D. Sure
- E. Happy

**Read the text below to answer questions 16-20!**

In high school, I joined the debate team and was chosen to speak in a regional competition. It was my first time speaking in front of a large audience, and I was extremely nervous. The topic was about environmental conservation, something I was passionate about. Despite my nervousness, I gathered my courage and presented my arguments clearly. The judges seemed impressed, and although my team didn't win, I felt proud of myself for overcoming my fear of public speaking. This experience gave me confidence, and I've been more comfortable speaking in public ever since.

16. What is the main point of the text?

- A. The writer's fear of speaking in front of people.
- B. The writer's first experience with public speaking and overcoming nervousness.
- C. The writer's failure during a public speaking competition.
- D. The writer's lack of interest in public speaking.
- E. The writer's decision to quit the debate team.

17. What was the topic of the writer's speech?
- A. Global warming
  - B. Animal conservation
  - C. Environmental conservation
  - D. Public speaking tips
  - E. Debate techniques
18. What does the word "**my nervousness**" refer to?
- A. Excitement about winning
  - B. Fear of public speaking
  - C. Confidence in the topic
  - D. Happiness about the competition
  - E. Interest in the judges
19. What can be inferred about the writer's experience after the competition?
- A. The writer was disappointed by the result.
  - B. The writer felt indifferent to the results of the competition.
  - C. The writer regretted joining the competition due to nerves.
  - D. The writer felt proud of overcoming their fear of public speaking.
  - E. The writer didn't enjoy the experience and quit the debate team.
20. What does the word "**courage**" mean in the text?
- A. Fear
  - B. Confidence and bravery
  - C. Anger
  - D. Indifference
  - E. Confusion

**Read the text below to answer questions 21-25!**

Last summer, I decided to take up painting as a new hobby. I bought a set of paints and brushes and set up a small studio in my room. I enjoyed experimenting with colors and techniques. Over time, I practiced regularly and started to improve. I even joined a local art class to learn from others and get feedback. By the end of the summer, I had created several pieces that I was proud of. Painting became a relaxing and rewarding activity for me.

21. What is the main idea of the passage?
- A. The author tried painting, joined an art class, and improved their skills.
  - B. The author only painted one picture.
  - C. The author disliked painting and gave it up.
  - D. The author painted professionally.
  - E. The author did not enjoy the art class.
22. What did the author do to improve their painting skills?
- A. Bought new art supplies
  - B. Practiced regularly and joined a local art class
  - C. Stopped painting
  - D. Painted only abstract art
  - E. Attended a painting competition
23. The bold word "**others**" in the text refers to?
- A. Family members
  - B. Friends
  - C. People in the art class
  - D. Online tutorials
  - E. Art supplies
24. What can be inferred about the author's feelings?
- A. The author was frustrated and stopped painting.
  - B. The author felt relaxed and found painting rewarding.
  - C. The author was bored and gave up painting.
  - D. The author did not improve their painting skills.
  - E. The author only painted during the art class.
25. What does the word "**rewarding**" mean in the sentence, "Painting became a relaxing and rewarding activity for me"?
- A. Unpleasant
  - B. Stressful
  - C. Satisfying and fulfilling
  - D. Difficult
  - E. Tedious

**Read the text below to answer questions 26-30!**

Last weekend, I went to a local farmers' market with my friend. We were excited to see all the fresh fruits and vegetables. At the market, there were colorful stalls with a variety of produce. We bought some juicy apples, sweet strawberries, and crunchy carrots. We also enjoyed some homemade bread and cheese. After shopping, we sat on a bench and had a small picnic with our purchases. It was a lovely day, and we both enjoyed the fresh food and pleasant atmosphere.

26. What is the main idea of the passage?
- A. The author and a friend went to a farmers' market and enjoyed fresh food.
  - B. The author bought clothes at the market.
  - C. The author found the market too crowded.
  - D. The author went to a concert with a friend.
  - E. The author was unhappy with the market's food.
27. What did the author and their friend buy at the market?
- A. Clothes and shoes
  - B. Juicy apples, sweet strawberries, and crunchy carrots
  - C. Toys and games
  - D. Furniture and decorations
  - E. Books and magazines
28. The word "**We**" in the sentence "We also enjoyed ...," refers to?
- A. The people at the market
  - B. The author and their friend
  - C. The market vendors
  - D. The other customers
  - E. The author's family
29. What can be inferred about the author's experience at the farmers' market?
- A. The author did not like the fresh food.
  - B. The author and their friend had a pleasant time and enjoyed the fresh food.
  - C. The author was bored by the market.
  - D. The author only went to buy vegetables.
  - E. The author found the market too expensive.

30. What does the word "**picnic**" mean in the text?

- A. A meal eaten outdoors
- B. A type of market stall
- C. A kind of fruit
- D. A shopping bag
- E. A place to sit

**Read the text below to answer questions 31-35!**

A few months ago, I started learning to play the guitar. I always wanted to play music, so I decided to take lessons at a local music school. At first, my fingers were sore from pressing the strings, and I found it challenging to learn the **chords**. However, I practiced every day and gradually got better. **I** learned to play some of my favorite songs and even performed for my family at a small gathering. Playing the guitar has become a wonderful hobby.

31. What is the main idea of the passage?

- A. The author started learning to play the guitar and improved over time.
- B. The author gave up playing the guitar after a few lessons.
- C. The author performed on stage at a big concert.
- D. The author learned to play the piano instead of the guitar.
- E. The author was unhappy with the music school.

32. What did the author do to learn to play the guitar?

- A. Watched videos online
- B. Took lessons at a local music school
- C. Read books about music
- D. Asked friends for help
- E. Bought a new guitar

33. "I learned to play some of my favorite songs," what does "**I**" refer to?

- A. The author
- B. The author's teacher
- C. The author's friend
- D. The author's family
- E. The author's classmates

34. What can be inferred about the author's feelings towards playing the guitar by the end of the passage?
- A. The author felt frustrated and gave up.
  - B. The author felt proud and enjoyed playing the guitar.
  - C. The author was indifferent to learning the guitar.
  - D. The author did not like the guitar lessons.
  - E. The author stopped practicing the guitar.
35. What does the word "**chords**" mean in the sentence, "I found it challenging to learn the chords"?
- A. Music notes played together
  - B. Parts of a guitar
  - C. A type of song
  - D. A musical instrument
  - E. A music school

**Read the text below to answer questions 36-40!**

Every Saturday, I go to the local park to play soccer with my friends. We usually meet in the afternoon, and we bring a soccer ball and some snacks. We play for about two hours, having fun and enjoying the game. Sometimes we take a break to eat and drink water. After playing, we usually sit together and talk about our game and other things. It's a great way to spend time with friends and stay active.

36. What is the main idea of the passage?
- A. The author does not like playing soccer.
  - B. The author only watches soccer games on TV.
  - C. The author goes to the park alone every Saturday.
  - D. The author plays soccer with friends at the park on Saturdays.
  - E. The author meets friends only in the evening.

37. What do the author and their friends bring to the park?
- A. A basketball and drinks
  - B. A soccer ball and snacks
  - C. A picnic blanket and a radio
  - D. Books and a camera
  - E. A kite and a fishing rod
38. The word "**we**", in the sentence "We usually meet in the afternoon," refers to?
- A. The author and their family
  - B. The author and their friends
  - C. The author and their classmates
  - D. The author and their neighbors
  - E. The author and their teachers
39. What can be inferred about the author's feelings toward playing soccer?
- A. The author does not enjoy playing soccer.
  - B. The author is only interested in watching soccer.
  - C. The author is always tired after playing soccer.
  - D. The author prefers to play soccer alone.
  - E. The author enjoys playing soccer and spending time with friends.
40. What does the word "**active**" mean in the sentence, "It's a great way to spend time with friends and stay active"?
- A. Busy and doing exercise
  - B. Sitting quietly
  - C. Watching TV
  - D. Reading a book
  - E. Sleeping

**Read the text below to answer questions 41-45!**

Last week, I visited a new café near my house. It was a cozy place with soft music playing in the background. I ordered a cup of hot chocolate and a slice of chocolate cake. The staff was friendly and the service was quick. I enjoyed sitting by the window and watching people walk by. After finishing my snack, I decided to try a new book I had brought along. It was a relaxing afternoon, and I plan to visit the café again soon.

41. What is the main idea of the passage?
- A. The author went shopping for new clothes.
  - B. The author went to a bookstore to buy a book.
  - C. The author had dinner at a restaurant.
  - D. The author went to a park to read a book.
  - E. The author visited a new café and had a relaxing time.
42. What did the author order at the café?
- A. A sandwich and coffee
  - B. Tea and a muffin
  - C. Hot chocolate and chocolate cake
  - D. Juice and cookies
  - E. Water and a salad
43. "I enjoyed sitting by the window," what does "**I**" refer to?
- A. The café owner
  - B. The staff
  - C. The author
  - D. The author's friend
  - E. The people outside
44. What can be inferred about the author's experience at the café?
- A. The author was unhappy with the service.
  - B. The author was in a hurry and left quickly.
  - C. The author did not like the hot chocolate.
  - D. The author enjoyed the atmosphere and plans to return.
  - E. The author found the café too noisy.

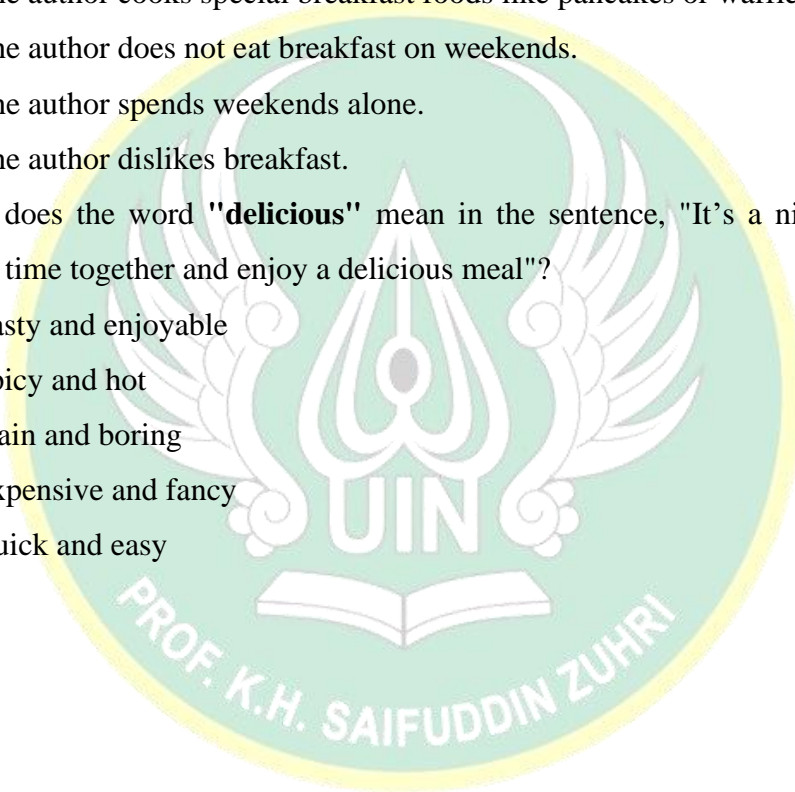
45. What does the word "**cozy**" mean in the sentence, "It was a cozy place with soft music playing in the background"?
- A. Comfortable and warm
  - B. Cold and uncomfortable
  - C. Large and noisy
  - D. Expensive and crowded
  - E. Dark and dull

**Read the text below to answer questions 46-50!**

Every morning, I eat breakfast with my family. We usually have eggs, toast, and fruit. After breakfast, we all go to our different places: my parents go to work, and I go to school. **We** enjoy this time together because it helps us start the day on a positive note. On weekends, we sometimes cook special breakfast foods like pancakes or waffles. It's a nice way to spend time together and enjoy a **delicious** meal.

46. What is the main idea of the passage?
- A. The author goes to work every day.
  - B. The author eats lunch with their family.
  - C. The author and their family eat breakfast together every morning.
  - D. The author enjoys cooking dinner.
  - E. The author and their family always eat out.
47. What do they usually have for breakfast?
- A. Pizza and soda
  - B. Soup and rice
  - C. Sandwiches and chips
  - D. Eggs, toast, and fruit
  - E. Burgers and fries

48. The word "**We**", in the sentence "We enjoy this time ...," refers to?
- A. The author's friends
  - B. The author's family
  - C. The author's classmates
  - D. The author's neighbors
  - E. The author's coworkers
49. What can be inferred about the author's weekends?
- A. The author goes to school on weekends.
  - B. The author cooks special breakfast foods like pancakes or waffles.
  - C. The author does not eat breakfast on weekends.
  - D. The author spends weekends alone.
  - E. The author dislikes breakfast.
50. What does the word "**delicious**" mean in the sentence, "It's a nice way to spend time together and enjoy a delicious meal"?
- A. Tasty and enjoyable
  - B. Spicy and hot
  - C. Plain and boring
  - D. Expensive and fancy
  - E. Quick and easy



## Appendix 6 Lesson Plan

### MODUL AJAR (CONTROL CLASS)

#### RECOUNT TEXT

1.	<b>Identitas Modul</b>	<p>Nama Penyusun : Siti Maryam</p> <p>Nama Sekolah : SMA Ma'arif Karanganyar</p> <p>Tahun Pelajaran : 2024/2025</p> <p>Jenjang sekolah : SMA</p> <p>Kelas : X (Sepuluh)</p> <p>Alokasi Waktu : 8 JP x 45 menit (3x Pertemuan)</p> <p>Topic : Personal Experience</p>
2.	<b>Profil Pelajar Pancasila</b>	<ul style="list-style-type: none"> <li>• Bertakwa kepada Tuhan Yang Maha Esa</li> <li>• Bernalar kritis</li> <li>• Gotong royong</li> <li>• Mandiri</li> <li>• Kreatif</li> </ul>
3.	<b>Fase (CP)</b>	<p><b><u>Fase E</u></b></p> <p>Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>
4.	<b>Elemen/Domain CP</b>	<p><b><u>Menulis-Mempresentasikan</u></b></p> <p>Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya.</p>

		Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
5.	<b>Kompetensi Awal</b>	Siswa memiliki pengetahuan awal tentang <i>recount text</i> dalam kehidupan sehari-hari, berdasarkan tes <i>diagnostic</i> yang diberikan.
6.	<b>Tujuan Pembelajaran</b>	Siswa mampu mengidentifikasi tujuan, isi, serta informasi spesifik tentang <i>personal experience</i> yang disajikan.
7.	<b>Pemahaman Bermakna</b>	Peserta didik mampu menganalisis dan menyimpulkan tujuan dan makna secara kontekstual dari teks berbentuk recount terkait <i>personal experience</i> secara kritis dengan tingkat kelancaran dan ketepatan yang optimal.
8.	<b>Pertanyaan Pemantik</b>	<ol style="list-style-type: none"> <li>1. <i>Do you have your own memorable experience? Is that a good or bad experience?</i></li> <li>2. <i>What about your good experience? Going on holiday or something?</i></li> <li>3. <i>What about your bad experience? How did it happen?</i></li> </ol>
9.	<b>Kegiatan Pembelajaran</b>	<p><b><u>PERTEMUAN 1</u></b></p> <p><b>Kegiatan Pendahuluan (10 Menit)</b></p> <ul style="list-style-type: none"> <li>• Guru memberi salam, memeriksa kondisi kelas, dan mengajak peserta didik untuk memulai kegiatan pembelajaran dengan berdoa.</li> <li>• Guru memeriksa kehadiran peserta didik.</li> <li>• Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.</li> <li>• Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</li> </ul> <p><b>Kegiatan Inti (60 Menit)</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan penjelasan terkait materi <i>recount text</i>.</li> <li>• Guru memberikan penjelasan tentang <i>generic structure</i> serta <i>language features</i> yang digunakan dalam <i>recount text</i>.</li> <li>• Siswa menerjemahkan <i>recount text</i> (lampiran teks 2) secara bersama-sama dengan guru kemudian diminta untuk menganalisis tujuan, isi, struktur, unsur kebahasaan serta makna tersirat dari teks yang disajikan. (LKPD terlampir)</li> </ul>

		<p><b>Kegiatan Penutup (10 Menit)</b></p> <ul style="list-style-type: none"> <li>• Menanyakan pemahaman siswa terhadap <i>recount text</i> yang telah dipelajari.</li> <li>• Memberikan kesimpulan serta motivasi sesuai dengan materi yang disampaikan.</li> <li>• Meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan (melakukan refleksi).</li> <li>• Menyampaikan agenda pertemuan berikutnya.</li> <li>• Guru dan siswa mengakhiri pembelajaran dengan berdoa.</li> </ul> <p><b><u>PERTEMUAN 2</u></b></p> <p><b>Kegiatan Pembukaan (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru membuka dengan salam, menyapa siswa, menanyakan kabar, dan membuka pembelajaran dengan doa.</li> <li>• Guru mengecek kondisi dan kehadiran siswa.</li> <li>• Guru membimbing siswa untuk mengulas materi pada pertemuan sebelumnya.</li> </ul> <p><b>Kegiatan Inti (60 menit)</b></p> <ul style="list-style-type: none"> <li>• Siswa diminta mengerjakan quiz games yang berkaitan dengan materi yang sudah dijelaskan untuk menunjang pemahaman mereka. <a href="https://wordwall.net/play/72896/977/397">https://wordwall.net/play/72896/977/397</a></li> <li>• Guru membagi siswa menjadi 2 kelompok besar.</li> <li>• Guru meminta setiap kelompok untuk menerjemahkan text recount yang disajikan. (<i>lampiran teks 3</i>)</li> <li>• Siswa diminta menganalisis tujuan, isi, serta makna tersirat yang ada di dalam teks.</li> <li>• Siswa melakukan uji pemahaman dengan menjawab soal yang diajukan kelompok lain.</li> </ul> <p><b>Kegiatan Penutup (15 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menyimpulkan pembelajaran hari ini.</li> <li>• Guru memberikan motivasi serta melakukan refleksi terhadap pembelajaran yang sudah di lalui.</li> </ul>
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		<p><b><u>PERTEMUAN 3</u></b></p> <p><b>Kegiatan Pembukaan (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru membuka dengan salam, menyapa siswa, menanyakan kabar, dan membuka pembelajaran dengan doa.</li> <li>• Guru mengecek kondisi dan kehadiran siswa.</li> </ul> <p><b>Kegiatan Inti (60 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru membimbing siswa untuk mengulas materi pada pertemuan sebelumnya.</li> <li>• Guru meminta siswa untuk melakukan summative assessment dengan mengerjakan LKS halaman 25 untuk menilai pemahaman tentang materi recount text.</li> </ul> <p><b>Kegiatan Penutup (15 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menyimpulkan pembelajaran hari ini.</li> <li>• Guru memberikan motivasi serta melakukan refleksi terhadap pembelajaran yang sudah di lalui.</li> </ul>
10.	<b>Glosarium</b>	<ul style="list-style-type: none"> <li>• Recount: Mengingat, menceritakan</li> <li>• Orientation: Gambaran umum</li> <li>• Events: Rangkaian kejadian</li> <li>• Reorientation: Kesimpulan, peninjauan kembali</li> </ul>
11.	<b>Refleksi</b>	<p>Guru bertanya kepada peserta didik</p> <ul style="list-style-type: none"> <li>• Kesulitan apa yang kalian temukan ketika melaksanakan pembelajaran hari ini?</li> <li>• Apakah pembelajaran hari ini dapat membantu kalian memahami materi yang sedang dipelajari?</li> </ul>

Purbalingga, 04 Oktober 2024

Mengetahui,  
Guru Mata Pelajaran

  
**Fatmah, S.Pd.**

Penyusun

  
**Siti Maryam**

**MODUL AJAR (EXPERIMENT CLASS)**  
**RECOUNT TEXT**

1.	<b>Identitas Modul</b>	<p>Nama Penyusun : Siti Maryam</p> <p>Nama Sekolah : SMA Ma'arif Karanganyar</p> <p>Tahun Pelajaran : 2024/2025</p> <p>Jenjang sekolah : SMA</p> <p>Kelas : X (Sepuluh)</p> <p>Alokasi Waktu : 8 JP x 45 menit (3x Pertemuan)</p> <p>Topic : Personal Experience</p>
2.	<b>Profil Pelajar Pancasila</b>	<ul style="list-style-type: none"> <li>• Bertakwa kepada Tuhan Yang Maha Esa</li> <li>• Bernalar kritis</li> <li>• Gotong royong</li> <li>• Mandiri</li> <li>• Kreatif</li> </ul>
3.	<b>Fase (CP)</b>	<p><b><u>Fase E</u></b></p> <p>Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>
4.	<b>Elemen/Domain CP</b>	<p><b><u>Menulis-Mempresentasikan</u></b></p> <p>Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode</p>

		presentasi untuk menyesuaikan dengan pembaca/pemirsa untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
5.	<b>Kompetensi Awal</b>	Siswa memiliki pengetahuan awal tentang <i>recount text</i> dalam kehidupan sehari-hari, berdasarkan tes <i>diagnostic</i> yang diberikan.
6.	<b>Tujuan Pembelajaran</b>	Siswa mampu mengidentifikasi tujuan, isi, serta informasi spesifik tentang <i>personal experience</i> yang disajikan.
7.	<b>Pemahaman Bermakna</b>	Peserta didik mampu menganalisis dan menyimpulkan tujuan dan makna secara kontekstual dari teks berbentuk recount terkait <i>personal experience</i> secara kritis dengan tingkat kelancaran dan ketepatan yang optimal.
8.	<b>Pertanyaan Pemantik</b>	<ul style="list-style-type: none"> <li>• <i>Do you have your own memorable experience? Is that a good or bad experience?</i></li> <li>• <i>What about your good experience? Going on holiday or something?</i></li> <li>• <i>What about your bad experience? How did it happen?</i></li> </ul>
9.	<b>Kegiatan Pembelajaran</b>	<p><b><u>PERTEMUAN 1</u></b></p> <p><b>Kegiatan Pembukaan (15 Menit)</b></p> <ul style="list-style-type: none"> <li>• Guru mengecek kehadiran siswa, menyapa siswa dan memastikan kesiapan belajar.</li> <li>• Guru menanyakan kepada siswa apakah mereka pernah mengalami kejadian atau peristiwa yang menarik dalam hidup mereka (misalnya liburan, perayaan, atau pengalaman pertama) dan mengaitkan dengan materi recount text.</li> <li>• Guru menjelaskan struktur recount text (Orientasi, Events, Reorientasi).</li> <li>• Guru membagikan teks recount berjudul "<i>A School Trip to the Museum</i>" kepada siswa.</li> </ul> <p><i>Last week, my class went on a trip to the National Museum. We were all very excited because it was our first time visiting such a large and important place. We arrived at the museum at 9 AM, and our teacher gave us a brief introduction before we started exploring. We saw many interesting exhibits, including ancient artifacts, historical paintings, and even dinosaur skeletons! The most exciting part was the science section where we could try out some cool experiments. By the end of the trip, we were all exhausted but very happy. It was an unforgettable experience.</i></p>

		<p><b>Kegiatan Inti (60 Menit)</b></p> <ul style="list-style-type: none"> <li>• Guru menampilkan judul teks "<i>A School Trip to the Museum</i>" pada papan tulis dan meminta siswa untuk bekerja berpasangan dan memprediksi apa yang mungkin terjadi dalam cerita.</li> <li>• Setiap pasangan menuliskan prediksi mereka di sticky notes, lalu menempelkannya di papan prediksi kelas.</li> <li>• Guru memberikan ulasan terkait prediksi-prediksi siswa</li> <li>• Siswa diberikan sebuah teks recount terkait judul tersebut kemudian diminta membaca teks tersebut secara berkelompok.</li> <li>• Setelah membaca, siswa diminta untuk membuat pertanyaan dari teks yang mereka baca. Pertanyaan ini bisa berupa pertanyaan tentang kejadian atau kosa kata yang tidak mereka pahami.</li> <li>• Setiap kelompok menulis pertanyaan mereka di kartu pertanyaan dan menyerahkannya ke guru.</li> <li>• Guru mengumpulkan kartu pertanyaan dari semua kelompok, lalu mengadakan kuis kelas. Guru membacakan pertanyaan yang dibuat siswa, dan kelompok lain mencoba menjawab. Aktivitas ini membuat siswa lebih aktif dalam proses questioning dan meningkatkan pemahaman mereka.</li> <li>• Setelah kuis, guru membimbing diskusi untuk menjawab pertanyaan yang belum terjawab atau sulit dijawab.</li> <li>• Guru menjelaskan kembali bagian teks yang mungkin membingungkan atau kosa kata yang tidak familiar.</li> </ul> <p><b>Kegiatan Penutup (15 Menit)</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa merefleksikan prediksi awal mereka dengan isi teks sebenarnya.</li> <li>• Guru memberikan kesimpulan tentang pembelajaran hari ini.</li> </ul> <p><b><u>PERTEMUAN 2</u></b></p> <p><b>Kegiatan Pendahuluan (15 Menit)</b></p> <ul style="list-style-type: none"> <li>• Guru membuka dengan salam, menanyakan kabar, dan menanyakan kesiapan siswa untuk belajar.</li> <li>• Guru mengecek kehadiran siswa</li> <li>• Guru mengulas pembelajaran pada pertemuan lalu</li> </ul>
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		<p><b>Kegiatan Inti (60 Menit)</b></p> <p><i>Predicting (20 Menit)</i></p> <ul style="list-style-type: none"> <li>Siswa dibagi menjadi beberapa kelompok kecil.</li> <li>Setiap kelompok mendapatkan judul recount text yang berbeda dan diminta untuk memprediksi isi teks berdasarkan judulnya. <i>(Lampiran teks 2-3)</i></li> <li>Kelompok berdiskusi tentang apa yang mungkin terjadi dalam teks, lalu mempresentasikan prediksinya.</li> </ul> <p><i>Questioning (15 Menit)</i></p> <ul style="list-style-type: none"> <li>Siswa membaca setengah bagian pertama teks recount yang diberikan.</li> <li>Setiap siswa dalam kelompok diminta membuat list pertanyaan tentang isi teks, baik mengenai informasi yang ada maupun kosa kata yang belum jelas.</li> <li>Setiap kelompok mendiskusikan pertanyaan yang diajukan dan mencoba menjawab bersama.</li> </ul> <p><i>Diskusi Kelas (25 Menit)</i></p> <ul style="list-style-type: none"> <li>Setiap kelompok berbagi hasil diskusi mereka terkait pertanyaan yang muncul dari teks. Guru membimbing proses diskusi dan memberikan klarifikasi jika diperlukan.</li> </ul> <p><b>Kegiatan Penutup (15 Menit)</b></p> <ul style="list-style-type: none"> <li>Guru membimbing siswa melakukan review dan refleksi.</li> <li>Guru mengulas kembali langkah <i>Predicting, Questioning, dan Clarifying, Summarizing</i>.</li> </ul> <p><b><u>PERTEMUAN 3</u></b></p> <p><b>Kegiatan Pembukaan (15 menit)</b></p> <ul style="list-style-type: none"> <li>Guru membuka dengan salam, menyapa siswa, menanyakan kabar, dan membuka pembelajaran dengan doa.</li> <li>Guru mengecek kondisi dan kehadiran siswa.</li> <li>Guru membimbing siswa untuk mengulas materi pada pertemuan sebelumnya.</li> </ul> <p><b>Kegiatan Inti (60 menit)</b></p> <ul style="list-style-type: none"> <li>Guru membagikan teks recount berjudul <i>"The School Trip to the Zoo"</i> kepada siswa.</li> <li>Siswa membaca teks ini secara mandiri dan kemudian bekerja dalam kelompok untuk membuat pertanyaan lanjutan tentang</li> </ul>
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		<p>teks tersebut.</p> <ul style="list-style-type: none"> <li>• Setiap kelompok mengidentifikasi bagian dari teks yang sulit dipahami, seperti kata-kata yang tidak dikenal atau konsep yang sulit. Siswa menggunakan kamus atau bertanya kepada guru untuk mengklarifikasi makna tersebut.</li> <li>• Kelompok kemudian berdiskusi untuk menyusun klarifikasi yang tepat dan berbagi dengan kelas.</li> <li>• Guru menyiapkan papan klarifikasi di mana setiap kelompok menempelkan kata-kata atau frasa yang mereka klarifikasi. Papan ini digunakan sebagai sumber belajar bersama.</li> <li>• Setiap kelompok membuat ringkasan atau kesimpulan dari teks yang disajikan.</li> <li>• Setiap kelompok mempresentasikan hasil klarifikasi mereka kepada seluruh kelas.</li> </ul> <p>Kegiatan Penutup (15 Menit)</p> <ul style="list-style-type: none"> <li>• Guru memberikan feedback dan tambahan penjelasan jika ada konsep yang masih kurang dipahami.</li> <li>• Guru meminta siswa untuk menyimpulkan pembelajaran hari ini.</li> <li>• Guru memberikan motivasi serta melakukan refleksi terhadap pembelajaran yang sudah di lalui.</li> </ul>
10.	<b>Glosarium</b>	<ul style="list-style-type: none"> <li>• Recount: Mengingat, menceritakan</li> <li>• Orientation: Gambaran umum</li> <li>• Events: Rangkaian kejadian</li> <li>• Reorientation: Kesimpulan, peninjauan kembali</li> </ul>
11.	<b>Refleksi</b>	<p>Guru bertanya kepada peserta didik</p> <ul style="list-style-type: none"> <li>• Kesulitan apa yang kalian temukan ketika melaksanakan pembelajaran hari ini?</li> <li>• Apakah pembelajaran hari ini dapat membantu kalian memahami materi yang sedang dipelajari?</li> </ul>

Purbalingga, 04 Oktober 2024

Mengetahui,

Guru Mata Pelajaran



**Fatmah, S.Pd.**

Penyusun



**Siti Maryam**

## LAMPIRAN MATERI

### 1. Definition of Recount Text

Recount text is a kind of text that retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Here is the structure of the recount text:

### 2. Generic Structure of Recount

There are three types of generic structures of recount text, as follows:

Structure	Description
Orientation	Background information that introduces the participants, place, and time.
Events	Describe the sequence of events that happened in the past.
Reorientation	It is optional; stating personal comment of the writer to the story.

### 3. Language Features of Recount

There are five characteristics of language feature in recount.

- Introducing personal participants; I, my group, etc.
- Using chronological connection; then, first, etc.
- Using linking verb; was, were, saw, heard, etc.
- Using action verb; look, go, change, etc.
- Using simple past tense.

### 4. Example of the Text

#### My Holiday at Home

Last holiday, was my worst holiday because I did not go anywhere. I just stayed at home. In the morning, I woke up and had breakfast. After that, I played with my cat. I had lunch in the afternoon and then took a nap. In the evening, I watched TV until I felt bored. My daily activities were like that during the holiday. So, I was sure that the last holiday was my worst holiday.

**TABEL ANALYSIS TEXT**

No	Aspect	Answer
1.	Title	
2.	Orientation	
3.	Events	
4.	Reorientation	
5.	Unknown Word	
6.	Language Features	

## Text 1

### The School Trip to the Zoo

Last month, our school organized a trip to the zoo as part of our biology class. We had been studying different animal species, and the zoo trip was meant to give us a chance to see these animals up close. The trip was scheduled on a sunny Saturday, and everyone in my class was excited. We boarded the bus early in the morning, chatting and laughing as we anticipated the fun day ahead.

When we arrived at the zoo, our teacher gave us a map and explained that we would be divided into small groups. Each group was tasked with observing specific animals and taking notes on their behavior. My group was assigned to the lion, giraffe, and elephant exhibits. The first exhibit we visited was the lion's den. The lions were sleeping when we arrived, but after a few minutes, one of the zookeepers came and gave a talk about the lions' diet and daily routine. As he fed the lions, they roared loudly, which startled us at first but was also exciting.

Next, we visited the giraffes. They were so tall, and it was amazing to see them up close. The zookeeper allowed us to feed them leaves, and their long tongues grabbed the food right out of our hands. It was a fun experience, and we took many pictures with the giraffes.

After lunch, we headed to the elephant exhibit. The elephants were being bathed when we arrived, and the zookeeper explained how the elephants are trained for various activities at the zoo. We learned that elephants are highly intelligent animals and have strong memories. I was fascinated by how calm and gentle they were despite their enormous size.

In the afternoon, we had some free time to explore other parts of the zoo. My friends and I decided to visit the reptile house, where we saw snakes, lizards, and turtles. We even got to touch a large python, which was both terrifying and exciting.

By the time we returned to school, we were all exhausted but happy. The trip had been both educational and fun, and it helped me appreciate the beauty of animals even more.

## Text 2

### My First Day at High School

Starting high school was one of the most nerve-wracking experiences of my life. After graduating from junior high school, I was both excited and anxious about what awaited me in this new chapter. I spent the last few days of summer vacation preparing—buying new uniforms, and stationery, and packing my bag carefully. I couldn't sleep the night before because I kept thinking about what the first day would be like.

On the morning of my first day, I woke up early and put on my neatly ironed uniform. My best friend, Sarah, and I decided to go to school together to ease our nerves. When we arrived at the school gates, we were greeted by the sight of hundreds of students, all wearing the same uniform. The school looked massive, much bigger than our junior high school.

Our first activity of the day was the orientation assembly. The principal welcomed all the new students and introduced us to the school rules and values. We were then divided into classes, and I was relieved to find that Sarah was in the same class as me. Our homeroom teacher, Mr. Rizal, was friendly and made us feel comfortable right away. He explained what we would be learning this year and introduced us to the different teachers who would be teaching us.

The rest of the day went by quickly as we moved from one classroom to another for various introductions. During breaks, I made new friends, and we talked about our previous schools and how nervous we were about high school. I also got lost a couple of times trying to find my way to the next class, but thankfully, some older students were kind enough to help me.

By the end of the day, I realized that high school might not be as scary as I had imagined. I was excited to start this new journey and looked forward to learning new things, making new friends, and creating unforgettable memories.

### Text 3

#### A Birthday Surprise

Last Saturday, I had the best birthday ever, thanks to my family and friends who planned a surprise party for me. I had no idea that they had been planning it for weeks. I thought it would be just a simple dinner at home with my parents, but they had something much bigger in store.

The day started like any other Saturday. I went about my usual activities, completely unaware of what was coming. In the evening, my mom told me that we were going to have dinner at my favorite restaurant, but when I entered the dining room, I was shocked to see all my friends and relatives standing there with big smiles on their faces. The room was beautifully decorated with balloons, streamers, and a huge banner that read, "Happy Birthday!"

We spent the evening playing games, laughing, and reminiscing about old memories. The highlight of the night was when my parents brought out a huge birthday cake with candles. Everyone sang "Happy Birthday" as I made a wish and blew out the candles. After that, we cut the cake, and I shared it with everyone. It was delicious!

Just when I thought the surprises were over, my parents handed me a big box. I opened it to find the bicycle I had been dreaming of for months. I was overjoyed and couldn't believe they had gotten it for me. We took pictures with the bike, and I rode it around the neighborhood the next day.

It was a birthday I will never forget, and I felt so grateful for the love and effort that went into making it so special.

## Appendix 7 Student's Worksheet (Pre-Test)

7:43

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☒
the email to be included with my response

Name \*  
Yuni Kamyatun

Class \*  
☐ X A  
☒ X B  
☐ X C  
☐ X D  
☐ X E  
☐ X F  
☐ X G

Next
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8:02

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⋮

☐ A. The author was disappointed with second place.
☐ B. The author didn't enjoy the race.
☐ C. The author didn't care about the race results.
☒ D. The author was happy because they did their best.
☐ E. The author was upset that their friends didn't cheer for them.

50. What does the word "cheered" mean in the sentence, "My friends cheered for me"? \* 2 points
☐ A. Complained
☒ B. Shouted in support
☐ C. Ran with me
☐ D. Laughed at me
☐ E. Sang a song

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96

⋮

respons saya

Name \*  
solikhin

Class \*  
☐ X A  
☒ X B  
☐ X C  
☐ X D  
☐ X E  
☐ X F  
☐ X G

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☐ C. The author didn't care about the race results.
☐ D. The author was happy because they did their best.
☐ E. The author was upset that their friends didn't cheer for them.

50. What does the word "cheered" mean \* in the sentence, "My friends cheered for me"?
☒ A. Complained
☐ B. Shouted in support
☐ C. Ran with me
☐ D. Laughed at me
☐ E. Sang a song

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id

☐

D. The author was happy because they did their best.

☐

E. The author was upset that their friends didn't cheer for them.

50. What does the word "cheered" mean \*  
in the sentence, "My friends cheered for me"?

☐

A. Complained

☐

B. Shouted in support

☒

C. Ran with me

☐

D. Laughed at me

☐

E. Sang a song

Kembali

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formulir

☐ D. The author was happy because they did their best.

☐ E. The author was upset that their friends didn't cheer for them.

50. What does the word "cheered" mean \* in the sentence, "My friends cheered for me"?

☐ A. Complained

☐ B. Shouted in support

☐ C. Ran with me

☒ D. Laughed at me

☐ E. Sang a song

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## Appendix 8 Student's Worksheet (Post-Test)

Login ke Google untuk menyimpan progres.  
Pelajari lebih lanjut

\* Menunjukkan pertanyaan yang wajib diisi

Name \*

Faizal Akhyar

Class \*

☐ X A

☐ X B

☐ X C

☐ X D

☒ X E

☐ X F

☐ X G

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49. What can be inferred about the author's weekends? \* 2 points

☐ A. The author goes to school on weekends.

☒ B. The author cooks special breakfast foods like pancakes or waffles.

☐ C. The author does not eat breakfast on weekends.

☐ D. The author spends weekends alone.

☐ E. The author dislikes breakfast.

50. What does the word "delicious" mean in the sentence, "It's a nice way to spend time together and enjoy a delicious meal"? \* 2 points

☒ A. Tasty and enjoyable

☐ B. Spicy and hot

☐ C. Plain and boring

☐ D. Expensive and fancy

☐ E. Quick and easy

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RESEARCH INSTRUMENT

POST-TEST

POST TEST READING SKILL

PETUNJUK UMUM

1. Tulis identitas sesuai dengan form yang tersedia.
2. Bacalah setiap teks dengan cermat sebelum menjawab pertanyaan.
3. Jawablah semua pertanyaan yang diberikan sesuai dengan informasi yang ada di dalam teks.
4. Setiap pertanyaan memiliki lima pilihan jawaban (A, B, C, D, dan E). Pilihlah satu jawaban yang paling tepat.
5. Dahulukan menjawab soal yang dianggap mudah.
6. Gunakan waktu dengan efektif dan efisien.
7. Jumlah soal sebanyak 50 soal.
8. Pastikan semua soal telah dijawab sebelum menyerahkan hasil kerja

Sign in to Google to save your progress. [Learn more](#)

\* Indicates required question

Name \*

Faizal Akhyar

Class \*

☐ X A

☐ X B

☐ X C

☐ X D

☒ X E

☐ X F

☐ X G

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work, and I go to school. We enjoy this time together because it helps us start the day on a positive note. On weekends, we sometimes cook special breakfast foods like pancakes or waffles. It's a nice way to spend time together and enjoy a delicious meal.

46. What is the main idea of the passage? \* 2 points

☐ A. The author goes to work every day.

☐ B. The author eats lunch with their family.

☒ C. The author and their family eat breakfast together every morning.

☐ D. The author enjoys cooking dinner.

☐ E. The author and their family always eat out.

47. What do they usually have for breakfast? \* 2 points

☐ A. Pizza and soda

☐ B. Soup and rice

☐ C. Sandwiches and chips

☒ D. Eggs, toast, and fruit

☐ E. Burgers and fries

48. The word "We", in the sentence "We enjoy this time ...", refers to? \* 2 points

☐ A. The author's friends

☒ B. The author's family

☐ C. The author's classmates

☐ D. The author's neighbors

☐ E. The author's coworkers

49. What can be inferred about the author's weekends? \* 2 points

☐ A. The author goes to school on weekends.

☒ B. The author cooks special breakfast foods like pancakes or waffles.

☐ C. The author does not eat breakfast on weekends.

☐ D. The author spends weekends alone.

☐ E. The author dislikes breakfast.

50. What does the word "delicious" mean in the sentence, "It's a nice way to spend time together and enjoy a delicious meal"? \* 2 points

☒ A. Tasty and enjoyable

☐ B. Spicy and hot

☐ C. Plain and boring

☐ D. Expensive and fancy

☐ E. Quick and easy

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\* Menunjukkan pertanyaan yang wajib diisi

Name \*

Salsa Nabila

Class \*

☐ X A

☒ X B

☐ X C

☐ X D

☐ X E

☐ X F

☐ X G

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☐ on weekends.

☐ D. The author spends weekends alone.

☐ E. The author dislikes breakfast.

50. What does the word "delicious" \* 2 poin  
mean in the sentence, "It's a nice  
way to spend time together and  
enjoy a delicious meal"?

☒ A. Tasty and enjoyable

☐ B. Spicy and hot

☐ C. Plain and boring

☐ D. Expensive and fancy

☐ E. Quick and easy

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Google Formulir

\* Menunjukkan pertanyaan yang wajib diisi

Name \*

catur afan p

Class \*

☐ X A

☒ X B

☐ X C

☐ X D

☐ X E

☐ X F

☐ X G

Berikutnya Kosongkan formulir

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☐ on weekends.

☐ D. The author spends weekends alone.

☐ E. The author dislikes breakfast.

50. What does the word "delicious" \* 2 poin  
mean in the sentence, "It's a nice  
way to spend time together and  
enjoy a delicious meal"?

☐ A. Tasty and enjoyable

☒ B. Spicy and hot

☐ C. Plain and boring

☐ D. Expensive and fancy

☐ E. Quick and easy

Kembali Kirim Kosongkan  
formulir

Jangan pernah mengirimkan sandi melalui Google Formulir.

Formulir ini dibuat dalam UIN SAIZU Purwokerto.  
Does this form look suspicious? [Laporan](#)

## Appendix 9 Student's Pre-Test Result

Timestamp	Score	Name	Class
<b>Class: X B (EXPERIMENT)</b>			
30/09/2024 7:44:04	60 / 100	Rizki Rakhmadina	X B
30/09/2024 7:44:57	52 / 100	Vina Alvianita	X B
30/09/2024 7:45:13	56 / 100	Nita Al safira	X B
30/09/2024 7:45:39	60 / 100	Ridwan Arif Nurhidayat	X B
30/09/2024 7:45:48	56 / 100	Ade Setiawan	X B
30/09/2024 7:49:13	46 / 100	Seno	X B
30/09/2024 7:50:49	64 / 100	Awan Nuki Samudra	X B
30/09/2024 7:51:18	76 / 100	Syahreza Cahya Ramadan	X B
30/09/2024 7:52:27	56 / 100	Bina maftuhul fahmi	X B
30/09/2024 7:53:04	60 / 100	Salsa Nabila	X B
30/09/2024 7:53:21	68 / 100	Wili yandi	X B
30/09/2024 7:53:25	70 / 100	Vina alvianita	X B
30/09/2024 7:53:58	68 / 100	Satria	X B
30/09/2024 7:54:14	72 / 100	Farkhan Nur Rosyikhin	X B
30/09/2024 7:54:57	60 / 100	solikhin	X B
30/09/2024 7:55:06	62 / 100	Ahmad Fatkhul khafis Afandi	X B
30/09/2024 7:55:16	56 / 100	Nindana Zulfa	X B
30/09/2024 7:56:07	60 / 100	Tri winarti	X B
30/09/2024 7:56:18	58 / 100	Awalu Nur Ikhsan	X B
30/09/2024 7:56:29	60 / 100	catur afan p	X B
30/09/2024 7:56:31	68 / 100	Bayu Prasetyo Maulana	X B
30/09/2024 7:57:21	66 / 100	Rifa Mu'awanah	X B
30/09/2024 7:57:59	78 / 100	Putri Rachmawati	X B
30/09/2024 7:58:01	60 / 100	Nilna nur syifa	X B
30/09/2024 7:58:01	68 / 100	Rokhmawati	X B
30/09/2024 7:58:01	64 / 100	Ara nurdiani	X B
30/09/2024 7:58:33	68 / 100	Rizki aulia saputri	X B
30/09/2024 7:59:12	66 / 100	ALFAIZ QALAM SAPUTRA	X B
30/09/2024 7:59:40	50 / 100	Alya Feronika	X B

30/09/2024 7:59:49	54 / 100	AJI RUSLI	X B
30/09/2024 8:00:46	64 / 100	Yuni Kamyatun	X B
30/09/2024 8:00:51	72 / 100	Haikal Ibrahim Al Fadila	X B
30/09/2024 8:01:22	68 / 100	Reni Rinawan Amuar Swdks	X B
30/09/2024 8:02:58	78 / 100	Jefri nur aufa	X B
<b>Class: X E (CONTROL)</b>			
30/09/2024 8:06:16	52 / 100	Aji sugiarto	X E
30/09/2024 8:09:27	56 / 100	Ibnu mursaid	X E
30/09/2024 8:11:42	72 / 100	Faidatun Najah	X E
02/10/2024 8:01:08	62 / 100	Aditiya nur soleh	X E
02/10/2024 8:05:18	60 / 100	Sarno	X E
02/10/2024 8:06:54	72 / 100	Bahrul Ulum	X E
02/10/2024 8:08:24	44 / 100	Ines putri hidayatun	X E
02/10/2024 8:08:28	66 / 100	Laeli tri Hapsari	X E
02/10/2024 8:08:53	60 / 100	RIZKYANTO	X E
02/10/2024 8:11:28	58 / 100	Almira octavia	X E
02/10/2024 8:12:18	68 / 100	Ridlo romadloni	X E
02/10/2024 8:12:45	72 / 100	Niza Widiya Mukti	X E
02/10/2024 8:13:13	62 / 100	Nisa Amelia oktaviana	X E
02/10/2024 8:13:42	50 / 100	Bayu Oktara Perdana	X E
02/10/2024 8:14:26	66 / 100	Sahrul saputra	X E
02/10/2024 8:14:57	50 / 100	Nailatun Nur Afridah	X E
02/10/2024 8:14:58	54 / 100	Najma Roidatul Khusna	X E
02/10/2024 8:15:26	58 / 100	asih	X E
02/10/2024 8:16:12	68 / 100	Nur Mila Dewi Al Muwafaqoh	X E
02/10/2024 8:17:14	70 / 100	Nabila Nur Hita	X E
02/10/2024 8:17:15	62 / 100	Anhar maulana	X E
02/10/2024 8:17:40	66 / 100	Ayu alifia rohmah	X E
02/10/2024 8:19:22	44 / 100	Masitoh	X E
02/10/2024 8:19:47	56 / 100	Hiar Pangestu	X E
02/10/2024 8:21:10	72 / 100	Sahlan leksana	X E
02/10/2024 8:22:08	58 / 100	Gifari nazal fauzi	X E
02/10/2024 8:23:08	64 / 100	Nur Ngalimu Fadilah	X E

02/10/2024 8:23:30	70 / 100	Dina Turifngah	X E
02/10/2024 8:24:01	48 / 100	Oliviya Kartika Dewi	X E
02/10/2024 8:24:01	54 / 100	Putri Asita Anggraini	X E
02/10/2024 8:24:40	68 / 100	Helena fatma Sari	X E
02/10/2024 8:27:10	56 / 100	tabah trianto	X E
02/10/2024 8:33:37	40 / 100	solihan nur darwanto	X E
03/10/2024 8:33:37	68 / 100	Faizal Akhyar	X E



## Appendix 10 Student's Post-Test Result

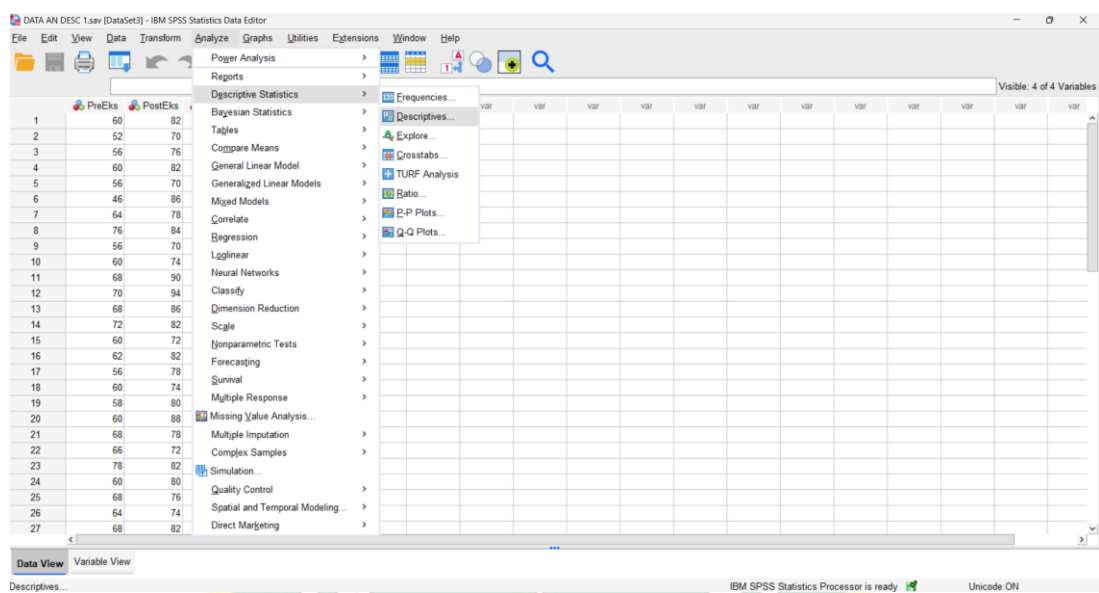
Timestamp	Score	Name	Class
<b>Class: X B (EXPERIMENT)</b>			
04/11/2024 7:40:52	80 / 100	Rizki aulia saputri	X B
04/11/2024 7:40:52	70 / 100	Satria Aditama	X B
04/11/2024 7:43:01	76 / 100	Seno	X B
04/11/2024 7:44:23	82 / 100	Awan Nuki Samudra	X B
04/11/2024 7:46:22	70 / 100	Ade Setiawan	X B
04/11/2024 7:46:59	86 / 100	Nindana Zulfa	X B
04/11/2024 7:47:52	78 / 100	Solikhin	X B
04/11/2024 7:48:11	84 / 100	Bina maftuhul fahmi	X B
04/11/2024 7:48:44	70 / 100	Rifa Mu'awanah	X B
04/11/2024 7:48:51	74 / 100	wili yandi	X B
04/11/2024 7:49:11	90 / 100	Salsa Nabila	X B
04/11/2024 7:49:45	94 / 100	Yuni Kamyatun	X B
04/11/2024 7:54:13	86 / 100	Vina alvianita	X B
04/11/2024 7:55:09	82 / 100	ALFAIZ QALAM SAPUTRA	X B
04/11/2024 7:55:43	72 / 100	Farkhan Nur R	X B
04/11/2024 7:56:20	82 / 100	Tri winarti	X B
04/11/2024 7:57:28	78 / 100	Syahreza Cahya Ramadan	X B
04/11/2024 7:58:50	74 / 100	Haikal Ibrahim Al Fadila	X B
04/11/2024 7:59:15	80 / 100	Ahmad Fatkhul khafis Afandi	X B
04/11/2024 8:00:09	88 / 100	Ridwan arif nur hidayat	X B
04/11/2024 8:00:26	78 / 100	Jefri Nur Aufa	X B
04/11/2024 8:00:30	72 / 100	Aji Rusli	X B
04/11/2024 8:00:44	82 / 100	Bayu Prasetyo Maulana	X B
04/11/2024 8:00:50	80 / 100	Alya Feronika	X B
04/11/2024 8:02:48	76 / 100	Reni Rinawan Amuar Swdks	X B
04/11/2024 8:03:36	74 / 100	catur afan p	X B
04/11/2024 8:05:26	82 / 100	nilna nur syifa	X B
04/11/2024 8:05:29	86 / 100	putri rachmawati	X B
04/11/2024 8:05:41	78 / 100	Nita Al Safira	X B

04/11/2024 8:06:08	82 / 100	Sinta febiani	X B
04/11/2024 8:06:09	74 / 100	Rokhmawati	X B
04/11/2024 8:06:19	92 / 100	Ara nurdiani	X B
04/11/2024 8:06:34	84 / 100	Awalu Nur Ikhsan	X B
04/11/2024 8:07:23	82 / 100	Rizki Rakhmadina	X B
<b>Class: X E (CONTROL)</b>			
06/11/2024 7:38:23	72 / 100	Faizal Akhyar	X E
06/11/2024 7:38:23	80 / 100	Ridlo romadloni	X E
06/11/2024 7:41:47	72 / 100	Bahrul Ulum	X E
06/11/2024 7:41:48	86 / 100	Solihan Nur Darwanto	X E
06/11/2024 7:42:34	76 / 100	Najma Roidatul Khusna	X E
06/11/2024 7:44:00	86 / 100	Aditiya nur soleh	X E
06/11/2024 7:44:11	68 / 100	Ines putri hidayatun	X E
06/11/2024 7:44:11	84 / 100	Laeli tri Hapsari	X E
06/11/2024 7:44:24	82 / 100	Sarno	X E
06/11/2024 7:44:25	68 / 100	Nisa Amelia Oktaviana	X E
06/11/2024 7:44:28	82 / 100	Niza Widiya Mukti	X E
06/11/2024 7:44:30	70 / 100	Bayu Oktara Perdana	X E
06/11/2024 7:44:31	76 / 100	Sahrul saputra	X E
06/11/2024 7:44:32	78 / 100	Ibnu nur said	X E
06/11/2024 7:44:58	74 / 100	Helena Fatmasari	X E
06/11/2024 7:45:11	66 / 100	Sahlan leksana	X E
06/11/2024 7:45:36	72 / 100	Asih	X E
06/11/2024 7:46:27	80 / 100	Hiar Pangestu	X E
06/11/2024 7:46:40	68 / 100	Gifari nazal fauzi	X E
06/11/2024 7:47:33	70 / 100	masitoh	X E
06/11/2024 7:47:51	84 / 100	RIZKYANTO	X E
06/11/2024 7:47:52	70 / 100	Tabah	X E
06/11/2024 7:48:10	78 / 100	ALMIRA OCTAVIA	X E
06/11/2024 7:49:58	76 / 100	Anhar Maulana	X E
06/11/2024 7:50:38	80 / 100	Nur Mila Dewi Al Muwafaqoh	X E
06/11/2024 7:50:42	78 / 100	Ayu alifia rohmah	X E
06/11/2024 7:50:44	80 / 100	Oliviya katika dewi	X E

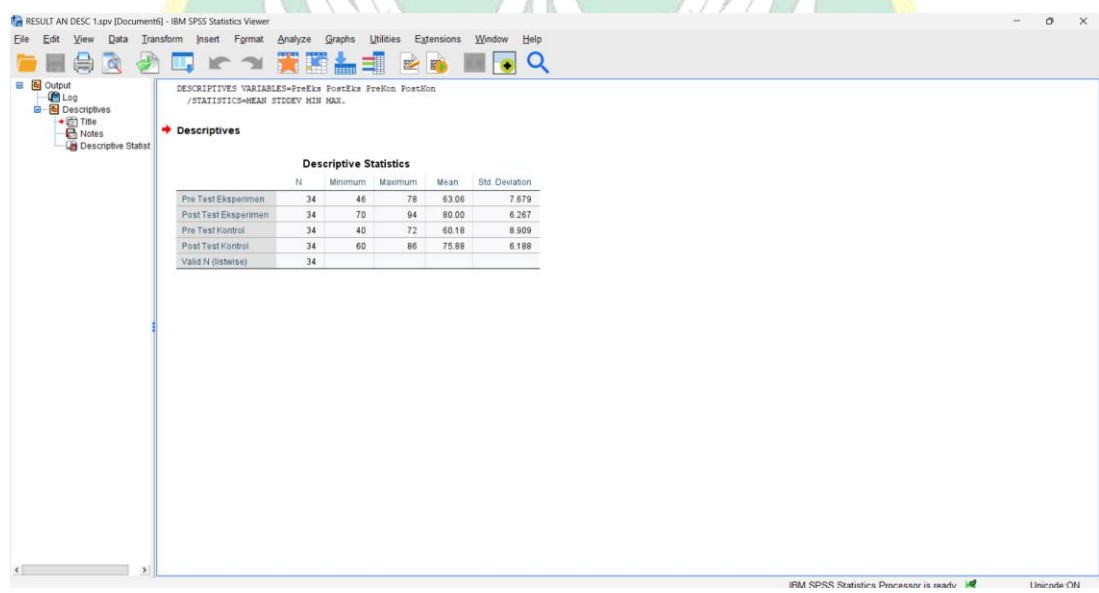
06/11/2024 7:50:45	72 / 100	Putri Asita Anggraini	X E
06/11/2024 7:52:34	74 / 100	Dina turifngah	X E
06/11/2024 7:52:37	80 / 100	Nabila Nur Hita	X E
06/11/2024 7:55:17	78 / 100	Nur Ngalimu Fadilah	X E
06/11/2024 7:55:43	82 / 100	Nailatun Nur Afridah	X E
06/11/2024 7:55:44	60 / 100	Aji sugiarto	X E
06/11/2024 7:55:45	78 / 100	Faidatun Najah	X E



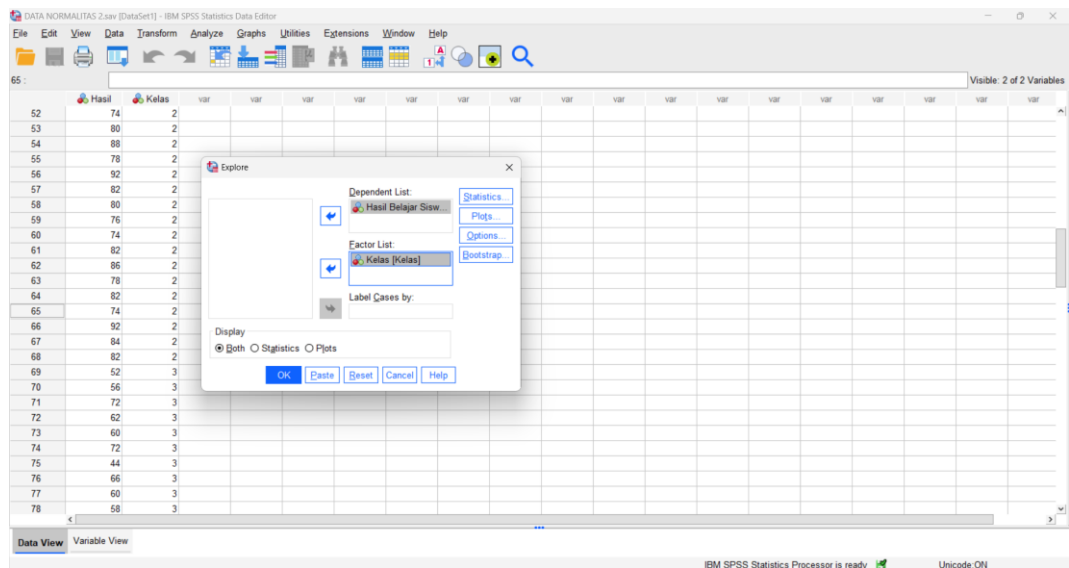
Appendix 11 SPSS Calculation



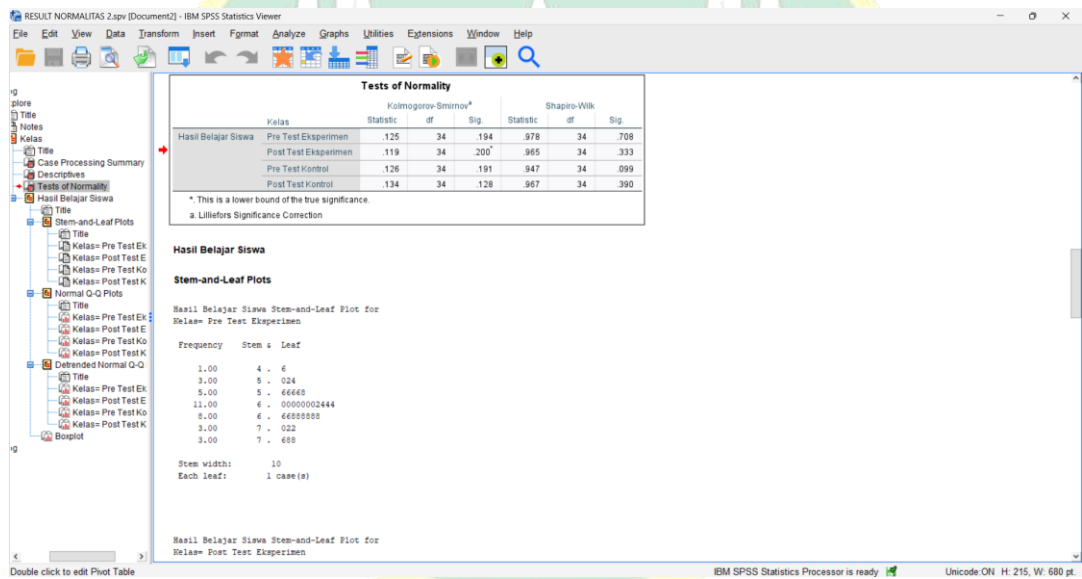
Picture 1. Input Descriptive Analysis



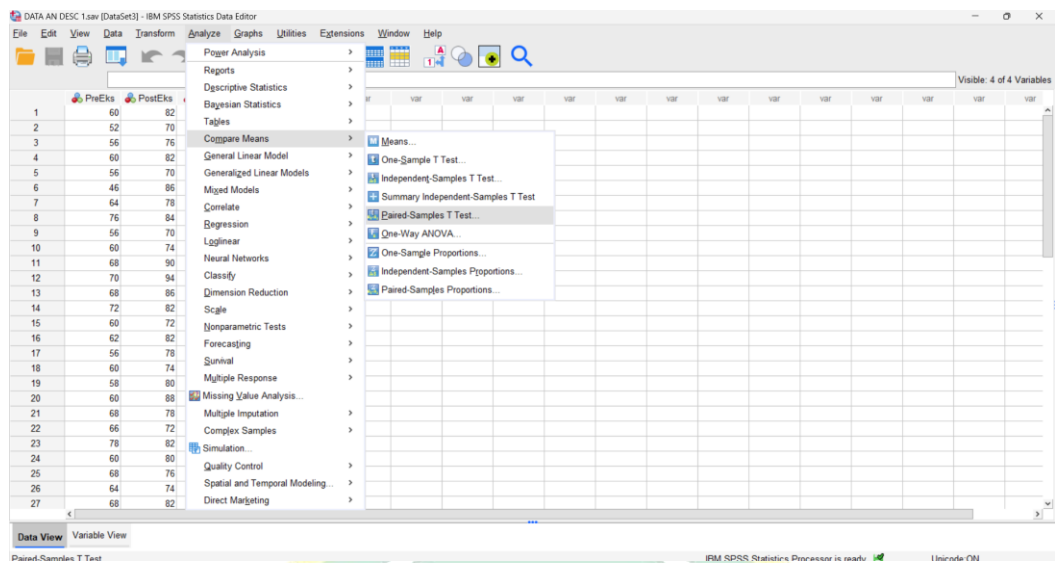
Picture 2. Output Descriptive Analysis



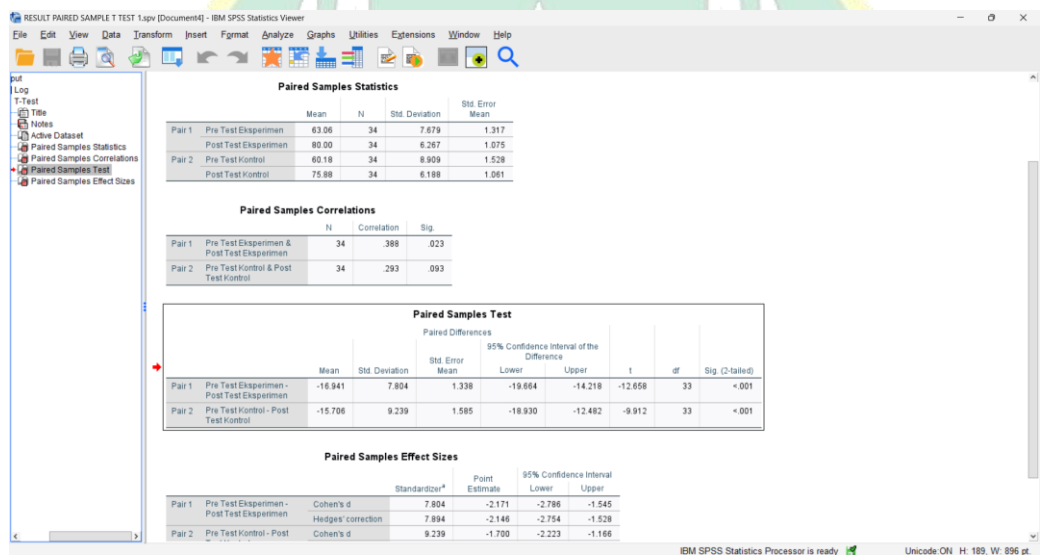
Picture 3. Input Normality Test



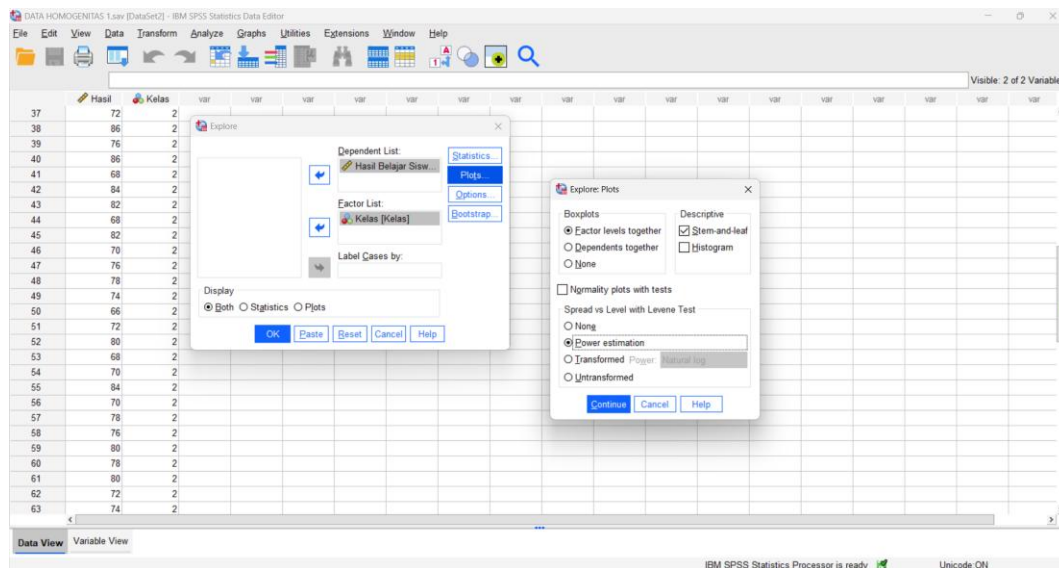
Picture 4. Output Normality Test



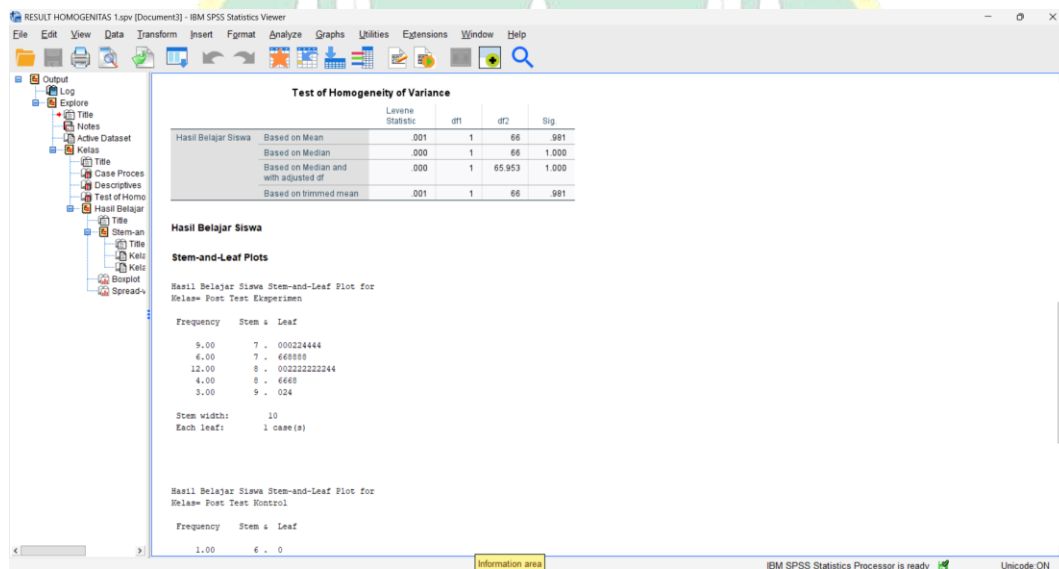
Picture 5. Input Paired T-Test



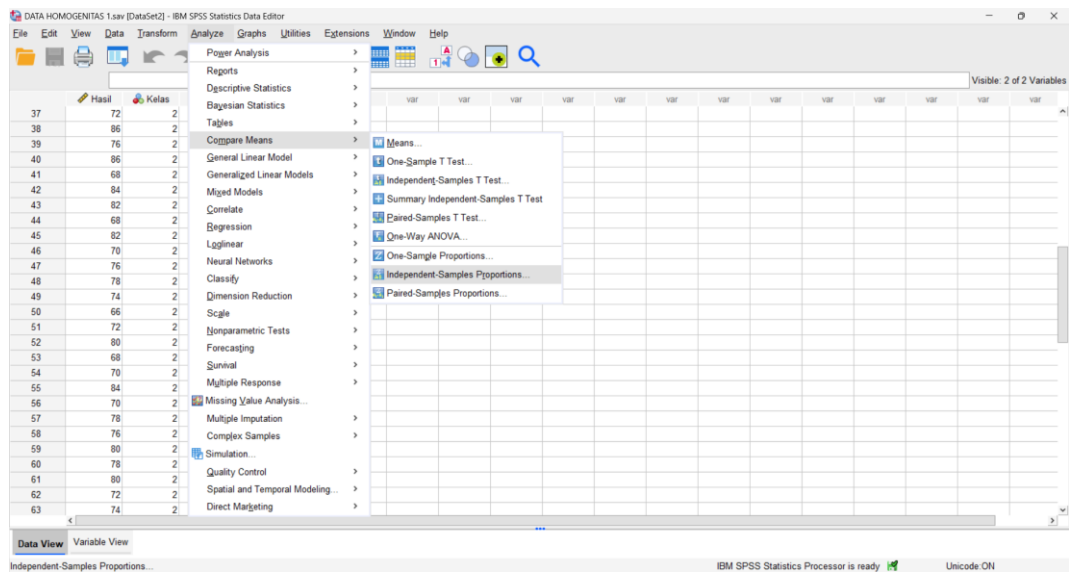
Picture 6. Output Paired T-Test



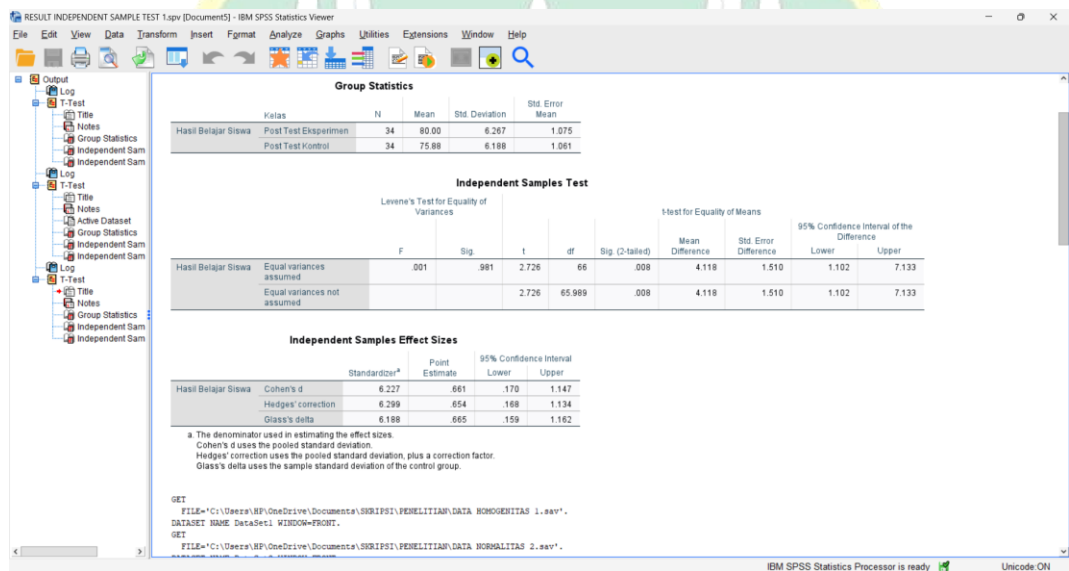
Picture 7. Input Homogeneity Test



Picture 8. Output Homogeneity Test



Picture 9. Input Independent T-Test



Picture 10. Output Independent T-Test

## Appendix 12 Documentation of the Research

 <p>Pre-Test Experiment</p>	 <p>Pre-Test Control</p>
 <p>Treatment Experiment 1</p>	 <p>Treatment Control 1</p>
 <p>Treatment Experiment 2</p>	 <p>Treatment Control 2</p>
 <p>Treatment Experiment 3</p>	 <p>Treatment Control 3</p>
 <p>Post-Test Experiment</p>	 <p>Post-Test Control</p>

## BIOGRAPHY

### A. Profile Identity

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Father's Name : Puji Munandar  
Mother's Name : Dasinah

### B. Educational Background

- a) SD N 1 Jambudesa (2015)
- b) MTs N 1 Purbalingga (2018)
- c) SMA Ma'arif NU Karanganyar (2021)
- d) UIN Prof. K.H. Saifuddin Zuhri Purwokerto

### C. Organization Experience

- a) HMJ TBI 2022/2023
- b) FOSISPURA UIN SAIZU 2022/2023
- c) HMPS TBI 2023/2024



Purwokerto, December 24<sup>th</sup> 2024

**Siti Maryam**

S.N 214110404006