

**THE USE OF RECIPROCAL TEACHING TECHNIQUE ON STUDENTS'
ABILITY TO WRITE A SUMMARY ESSAY**

A Paper

Submitted to the English Language Education Study Program, Faculty of
Teacher Training and Educational Sciences of Pakuan University as a partial
fulfillment of the requirements for the *Sarjana Pendidikan* examination

By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES
PAKUAN UNIVERSITY**

2020

APPROVAL PAGE

THE USE OF RECIPROCAL TEACHING TECHNIQUE ON STUDENTS'
ABILITY TO WRITE A SUMMARY ESSAY


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DECLARATION

I hereby declare that the paper entitled **“The Use of Reciprocal Teaching Technique on Students’ Ability to Write a Summary Essay”** is completely my own work. I am fully aware that I have quoted some statements and ideas from any resources. All quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, july 2020

Wida Maulidda

PREFACE

Alhamdulillahirabbil'amin, all praises are given to Allah SWT for overflow of mercy and guidance, so that the paper entitled, “The Use of Reciprocal Teaching Technique on Students’ Ability to Write a Summary Essay” could be finished.

This paper is written to fulfil one of the requirements for *Sarjana Pendidikan* Examination in the English Language Education Study Program, Faculty of Teacher Training and Educational Science, *Pakuan* University.

The writer realizes that there are a lot of mistakes in this paper. Therefore, she appreciates all comments, criticisms, and suggestion for completing the next paper. Finally, she hopes that the paper will be useful for her and the readers.

Bogor, July 2020

The writer

ACKNOWLEDGMENT

All praises are to Allah SWT the lord of the worlds, who has given his mercy and blessing so that the paper entitled, title “The Use of Reciprocal Teaching Technique on Students Ability Write a Summary Essay” could be completed and submitted to English Language Education Study Program, Faculty of Teacher Training and Educational Sciences of Pakuan University as a partial fulfillment of requirements for *Sarjana Pendidikan* examination.

The writer realized that she cannot write the paper properly without contribution, helps, and supports. She would like to express her first gratitude to Dr. Entis Sutisna, M.Pd., as the first supervisor and Asih Wahyuni, M.Pd., as her second supervisor for their guidance, supports, advice, and cares in completing this paper.

The writer also would like to express her appreciation to Drs. Deddy Sofyan, S. M.Pd. as the Dean of Faculty of Teacher Training Educational Sciences Pakuan University and as also the academic counsellor of class C, 2014. The writer also dedicates her gratitude to Mursidah Rahmah, M.Pd. as the Head of English Language Education Study Program and all of the lectures of English Education Study Program for teaching her a lot of valuable knowledge and experience.

Furthermore, the research would never be completed without helping from Drs. Hj. Elyagus Solfana as the head master of *SMA Rimba Madya*, Raden Dadang Aris, S.S. as the English teacher who guides the writer for along the school, and all

students of class *XI-MIPA 4* who has contributed as participant in conducting this research.

The writer also would like to give greatest gratitude to her beloved family; father, mother, sisters, and brother who always give endless love, supports, motivation and prays. She also gives special thanks to the writer's best friends who help and give any solution in conducting her research. They are: Ana Syaraya, S.Pd., Nia Calta P, S.Pd., Aulia Faradiba, S.Pd., Mardiah, S.Pd., Bayu Asmara Mukti, S.Pd., Ike Inggawati, Yunus, M. Basheer Ahmad, S.Pd., Febry Sudrajat, Neng Ira Fiti Maulani, S.Pd., Eka Widiastuti, S.Pd., Sofie Hanifah. The writer also says thanks to all of friend in C class who have given motivations and memorable moments. Last, thanks to all of friends in English Language Education Study Program who cannot be mentioned one by one. Thank you for helping her to finish this paper and hopefully Allah SWT gives reward for their kindness. Amin.

ABSTRACT

In learning English, the students have to master four skills in English which include reading, writing, speaking, listening. Writing skill is expected to make students get new information in the process of reading and share their knowledge or ideas on the writing process. Thus, an appropriate technique is required to ease students write a paragraph. This study investigates the use of reciprocal teaching technique on students' ability to write a summary essay. Pre -Experimental method and One Group Pretest-Posttest design is used in this research. The research is conducted to eleventh grade students of *SMA Rimba Madya* and 29 students are taken as sample. The data are collected through pre-test and post-test in the form of essay test to make summary essay in three paragraphs including introduction, body, conclusion. Then, the t-test is used to analyze the data. It indicates that the highest score of pre -test is 70 in the mount 17%, with the total students are five. The students who got the lowest score is one student on score 35 at the mount 24%. However, the highest score of post – test is 90 in the mount 17%, with the total students are five. Then, the lowest score is 55 at the mount 21%, with the total students are six students. The result of the analysis indicates that the value of t-test is 9 and the value of t-table at 0.05 level of significance is 2.05. This indicates that the value of t-calculated is higher than t-table ($9 > 2.05$), hence alternative hypothesis (H_a) is accepted. It can be concluded that reciprocal teaching technique affects on students' ability to write a summary essay.

Keywords: reciprocal teaching, writing, summary essay.

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CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, Curriculum 2013 is applied in Educational Institution, starting from elementary school to senior high school. This application is believed to facilitate students to learn English. In learning English, the student has to master four skills in English which are reading, writing, speaking, and listening. This research focuses on writing, which is closely connected with reading because it creates meaningful activities. Students are expected to get new information in the process of reading and share their ideas in their writing. And to share their ideas, they are expected to conclude the text in the form of an essay which is called a summary essay.

In writing, the students must know the parts of writing in a summary essay which includes introduction, body and conclusion. In other words, when the students write the essay, it will ease the students to write summary essay according to their knowledge. This is the reason why parts of writing a summary essay are needed. On the contrary, the students have difficulties in writing because their lack of understanding in reading skill. Some students have least knowledge on how to properly write a summary essay, when in fact the teachers only teach to summarize the text. Additionally, extracting the information from the text is also considered difficult for some students, it makes them hard to arrange the sentence difficult for them to create a sentence.

In fact, reciprocal teaching technique can be applied for teaching reading and writing. Because reading can trigger students to express their ideas in writing a summary essay. In reciprocal teaching, writing and reading cannot be separated in applying the steps which are predict, clarify, question, and summarize because the teacher intends to focus on one skill. It is related to the curriculum or syllabus that requests the teacher to teach integrated skill in a meeting.

Teacher can apply the reciprocal technique. Reciprocal teaching facilitates students' learning to be more active and easier to interpret the meaning or information from the text. This technique is used to help the student in reading a text. Thus, the student may create their own ideas based on the text in the writing section based on the text read and apply the information gained into their paper. There are four strategies embedded while applying this technique which are predict, clarify, question, and summary. These strategies are believed to motivate the students in reading and writing ability. Thus, the researcher intends to investigate the use of reciprocal teaching technique on students' ability to write a summary essay.

B. Reason for Choosing the Topic

Reading and writing are collaborative skills that can be applied through Reciprocal teaching technique. The teacher intends to focus on one skill at the time. In case, the student should understand the meaning and information of the text. On the contrary, failing to understand the content and meaning of the text will result in the inability to finding and writing information. According to the facts, the writer

would like to investigate the effect of the use reciprocal teaching technique on students' ability to write a summary essay and present some reasons to back it up.

First of all, the writer believes that using Reciprocal teaching is appropriate to help the student in reading and writing. Through reciprocal teaching, the student is able to comprehend the text and develop the idea of the passage. Additionally, this technique will initiate the activeness of the students to be more critical in comprehending the text and learning writing a summary essay. Therefore, writing is an important skill that should be mastered by the students to be able to comprehend reading the text and communicate it.

Second, the writer chooses the topic to encourage and enhance the students' ability to understand and develop information into summary writing. Writing is skill that cannot be separated with reading. Considering the explanation above, the writer chooses this topic as a research topic. Hopefully, students will be able to comprehend the text and improve their writing.

Third, the topic is chosen because it is one of the interesting techniques in learning process to build critical learning. Therefore, the writer intends to investigate whether there is an effect or not on using reciprocal teaching technique on students' ability to write a summary essay.

C. Statement of the Problem

Based on the background discussed, the research concerns on the following problem which is: "is there an effect of using reciprocal teaching technique on students' ability to write a summary essay?"

D. The Aim of the Research

Based on the statement of the problem above, the aim of this research is to investigate the use of reciprocal teaching technique on students' ability to write a summary essay.

E. Limitation of the Problem

In this research, students will be given an analytical exposition text, which is a type of argumentative text. The text will be investigated by reading and developing into writing. In writing process, students should create a summary essay which includes introduction, body, and conclusion.

F. Hypothesis

The hypothesis of research includes Alternative hypothesis (H_a): there is an effect of using reciprocal teaching technique on students' ability to write a summary essay.

G. Operational Definition

Operational definition is used as presentation of some definition of key terms that can be used to make the readers in understanding the key terms and to avoid misunderstanding. There are some explanations related to this research title as follow:

1. Reciprocal teaching is a technique that is needed to develop comprehension of the text through practice and understanding of the text. This technique incorporates four activities: predicting, clarifying, questioning, summarizing.
2. Summary essay is defined as separated important ideas express the information by using word. Summary essay includes introduction, body, and conclusion.

E. Research Significance

This research is expected to work several benefits. The benefits are shown below:

1. For the teachers as the tutor, the teacher will know further about the use of reciprocal teaching technique on students' ability to write a summary essay.
2. For the student, this research can be used a facility to comprehend text in a foreign language. In addition, it is hoped that the student can also improve their Writing ability. Then they can get some information about the text when they read. Thus, the result of their reading by writing.

CHAPTER II

THEORETICAL FOUNDATION

A. Writing

1. Definition of Writing

Based on Reil in Kusumaningsih (2001:1), writing is one of ways to communicate and share their thought to the reader for other or themselves. It means that writing is a communication process that students can share their thought in writing. Therefore, students create a written form from their thought as a tool reader communication.

Writing is the way of people to express their ideas and feelings through written form. The previous statement is supported by Ghazi (2002:1) said that writing is the process of exploring thoughts and ideas to encourage thinking and learning that can motivate their communication. Thus, students write using their ideas and feeling.

In writing activity, students should share and conclude their idea into statements and paragraphs that can be understood by the reader. According to Nunan (2003:88), writing is an activity of changing the ideas into statements and paragraphs which a person reading it is able to understand. In other words, statements and ideas are created so that it can be understood by the readers.

From the explanation above, it can be concluded that writing is a process to explore their thought and feeling in written form. students will be encouraged to write from their thinking and reading. Moreover, writing is also activity to make statements and paragraphs.

2. Summary essay

In writing a summary essay, summarization an essay is believed to facilitate and enhance reading comprehension that helps student to comprehend reading ability. Students also can distinguish important ideas and express the information by using word as stated by Sahebkhair (2012). It means that the students can summarize the text by their own words.

According to Buckley (2004), summary essay is reducing text to one-third or one-quarter its original size, clearly articulating the author's meaning, and retaining main ideas. it means writing a summary essay should be organized without change the author's meaning. Summarizing essay is to find the main idea that facilitates to understand the organization of an essay. Thus, students have to know the organization of an essay who has three parts such as, introduction, main body, and conclusion. So, the readers can understand the source or evaluate of their reading comprehension. the writers also write the paragraph that provides some background information and states the main idea in thesis statement. Then, the main body paragraphs explain the main idea. The last, conclusion summarizes all the main point.

Additionally, Wormeli (2004) defines a summary essay is the authors' argument, where the students have to develop an argument. It indicates that the students have to re-write the arguments by their own word.

From the definitions above the writer concludes that summary essay is a way to convey students' understanding of source to readers. In conveying their ideas, students have to arrange the ideas into several paragraphs.

3. Steps writing a summary essay

When writing a summary essay, the students have to understand the material.

Swales (1994), Here are four preliminary steps and six main steps how to write a summary in writing a summary essay as follows:

1. Students should skim the text to determine what type of text and to identify important information.
2. Students have to read the text first, highlight, and take a note the important information.
3. Students can write the main points of each section with own words.
4. Students can use the key point.

There are six main steps how to write a summary:

1. Read the article carefully
2. Reread the article looking for major ideas to get the main idea each paragraph.
3. Summarize each supporting idea into sentence. The idea should support the author's purpose.
4. The author's purpose is a guide for students to create a summary. This thesis statements will be topic sentence in your summary.
5. Combine the statements into summaries includes several paragraphs. The students have to use a synonym, antonym, linking words

4. Type of Writing

Type of writing is used to distinguish the various kind of text. In writing, the information or ideas is delivered as a purpose. As stated by Pardiya (2007), every text type has function as a frame of reference to write text effectively; effective from the right purpose, choosing and writing the text element, and using grammatical pattern. It means that students who are writing within a certain genre text need to have knowledge of the topic, style, genre, and the context of the text. It causes their writing will be read by reader. According to Widya (2009) there are several types of text based on the purpose as follows:

- | | |
|--------------------------|---|
| 1) Narrative | : To amuse entertain the readers and to tell a story. |
| 2) Recount | : To retell something that happened of the past and to tell a series of past events. |
| 3) Descriptive | : To describe a particular person, place or thing in detail. |
| 4) Report | : To describe the way things are, with reference to a range of natural and social phenomena in the environment. |
| 5) Explanation | : To explain the processes involved in the text. |
| 6) Analytical exposition | : To persuade the readers that something is the important case. |
| 7) Hortatory exposition | : To persuade the readers that something should or should not be the case or be done. |
| 8) Procedure | : To describe how something is accomplished through a sequence of actions or steps. |

- 9) Spoof : To tell an event with a humorous twist and entertain the readers
- 10) News items : To inform readers about events of the day which are considered newsworthy or important.

In this research, the writer uses analytical exposition as kind of text. An analytical exposition text is an argumentative text that expresses and explores the phenomenon by writer's idea. In addition, Djuharia (2007:13) says that an analytical exposition is an argumentative text that provides the reader or listener to be more critical. They have to have their own point of view, ideas or thought of the topic. So, analytical exposition is a text that elaborates writer's idea about the phenomenon or issue. Furthermore, an analytical exposition text has generic structure. According to Anderson and Anderson (1997:124) there are three generic structure, as follows:

1. Thesis discusses the introduction of the topic and writer's position of the text.
It also used as the outline of the main argument. The student can predict what the text about. Then students should clarify the main idea in paragraph one.
2. Argument discusses explanations some arguments to support the writer's idea.
It used to restate the outline preview who consists of elaboration, development, support to each point of argument.
3. Reiteration discusses to restate the writer's position and to conclude the whole argument. Students should pay attention to language features. This part student should make message from the authors.

The Social function is to give the readers an argument or opinion from writer about the topic by mufaridun (2017). According to Gerrot and Wignel (1998), Analytical exposition is a genre which has social function to persuade the reader or listener that

something is the case. Social Function Slightly different from hortatory exposition, the function of analytical exposition is to reveal the readers that something is an important case. The analytical exposition is to persuade the reader or listener that something in the case or that the idea is an important matter. It means social function of analytical exposition text is to persuade the reader that the idea is important matter.

An analytical exposition is also one of the texts that has language features. According to Anderson and Anderson (1997: 124) one of the components of the language features in analytical exposition is using of words about cause and effect. Thus, it uses simple perfect tense and simple tense.

5. Assessing writing

There are five elements that should be assessed in any writing process. Those are content, grammar, mechanic, paraphrase, vocabulary. The writer uses two scoring rubrics. The first rubrics adapted from Yamanishi et al (2019). There are four categories in assessing writing which include content, paraphrase, vocabulary, and grammar. While mechanic adapted from brown (2010:285).

a. Content

According to Brown (2001:357) Content is the development of idea through personal experience, fact, opinion that includes point of idea, knowledge, and concept about the purpose of the text.

b. Grammar

Grammar is structural of words that is used to arrange the word into sentence. Abu jeld (2004: 2) stated that grammar is sound patterns, the basic units of meaning such as words and the rules of words combine to new sentences.

c. Paraphrase

Paraphrase is a sentence or phrase that convey the same meaning using different word. It means restating or rewording a paragraph to expand the information without plagiarism. So, the message of writing will deliver with own words.

d. Vocabulary

Based on hebbert and kamil (2005:3) vocabulary is the knowledge of meaning of words. It means that vocabulary is the words used to make a sentence where it contains grammar.

e. Mechanic

Mechanic is rule of writing which needs good spelling, punctuation, neatness and appearance.

B. Reciprocal teaching technique

1. Definition of reciprocal teaching

In teaching, an appropriate technique is needed. It can ease student in learning process. Thus, on successful teaching teacher and student takes dialogue exchange between teacher and student or among student themselves as stated by Zaitoun (2003).

Al-Gamal (2005:325) added that reciprocal teaching is an activity whereas students need to be more communicative in discussing a text among teachers and other students. The text provides by the teacher and the students need to be comprehend the text before summarizing the text. It means that reciprocal teaching is an activity of making a summary from a text that was previously carried out several processes such as predicting, questioning, and clarifying the text.

Lubliner (2001) also points out that reciprocal teaching is an effective teaching technique that can improve the kind of reading comprehension and it also for improvement a test score. It means that the technique more emphasizes in reading which also means that reciprocal teaching improves students to be a good reader.

Based on the definitions above, It can be concluded that reciprocal teaching is a technique from cooperative learning that consist of two people (peer) or groups of people trained by the teacher. This strategy established an interactive dialogue between teacher-student and student among students. Reciprocal teaching is an activity in small group discussing to be communicative students. Then, reciprocal teaching is one of effective teaching technique to improve reading skill.

2. Steps of Reciprocal Teaching

Reciprocal teaching has four strategies that need to be related to each section in order to produce the best result. The previous statement is supported by Reutzel (2005) that stated the mastered readers use more than one strategy when they read. There are four strategies in reciprocal teaching can be applied in the classroom as follows:

a. Predicting

Definition of predicting is Students make predictions the text through knowing the topic, title, clue for guessing. The reader can use text evidence and information from the text along with their prior knowledge to make logic predictions before and during reading.

b. Questioning

Questioning is a part of reciprocal teaching. The teacher asks the students in the group about the text. Then ask students about knowing the main idea and general information of the text. The student generates the question like themes, idea, and identification of information. Making the question helps the student become critical thinking. They can ensure the meaning of the question. Thus, all types of questions can be made by the student and it is the way how to treat understanding students about the text.

c. Clarifying

This strategy, the student clarifies the text that is sophisticated to understand, such as text which has unfamiliar structure, vocabulary, unclear references or sophisticated concepts to be understood. After student finding the difficulties of the text, students reread the text, looking for the meaning of vocabulary in the dictionary. Students also highlight the sentence or word which is unclear or no meaning. students allow helping their friend question. Clarifying strategy is a good step to make student improving their reading. It also makes the student aware about the text.

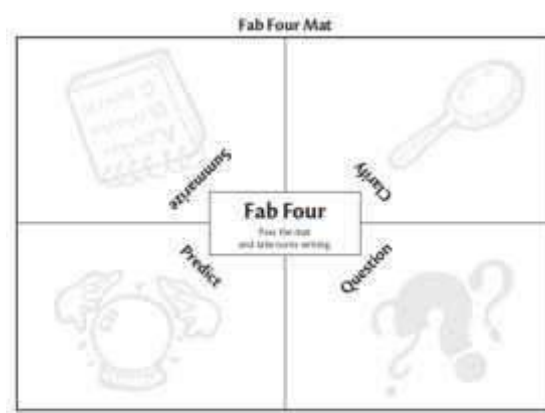
d. Summarizing

The last strategies, summarizing defines as a way to present a long essay or text in a short form. The student puts the main idea and key point of the text to get the information of the text. The content of the summary needs accurately. Summarizing includes sentence, paragraph, or passage of a whole. Before writing a summary, students must read and identify

paragraphs, they must know the purpose of the paragraph. Thus, students can understand the details. On the other hand, students can make good summaries.

3. Guidance of reciprocal teaching

Guidance is a way to treat students in applying reciprocal teaching technique. The student will get the instruction clearly, so, the teacher can apply the technique correctly. Here the example of fab four mat.



By oczkus, lori d (2010)

Students can use fab four mat during discussion with their teacher and groups. Each mat is labeled with one of the four reciprocal teaching strategies such as predicting, questioning, clarifying and summarizing. Student can decorate the doors by sketching or drawings cartoon character that represent of the four characters.

Oczkus: 2004 stated that there is some guidance to apply reciprocal teaching technique as follow:

1. Read and discuss: students are considering the question and point during reading, before and after reading.

2. Professional development discussion: students are considering make a group, group discuss, and chart ideas.
3. Teacher as reader: the teacher should give an example of something happened that can be read. Teacher can bring article, magazine, newspaper to read and discuss in the classroom for the meeting.
4. Before the next meeting: first the student should *read* the next chapter, *make* question, *highlight* the main idea and taking note. Teachers *teach* a lesson from the next chapter to discuss in the meeting. The last is *observe*, student used reciprocal teaching lesson observation form that is fab four mat.

C. Related research

There are two related researches for this study. The first one is by Mohammad Reza Ghorbani, Atefeh Ardeshtir Gangaraj, & Sahar Zahed Alavi (2013) from Arizona state university. The title of this research is 'reciprocal teaching of comprehension strategies improves EFL learners writing ability'. The aim of the research is. The researcher used true-experimental design which used two classes of 104 randomly selected intermediate learners. The result showed that the pre-test inter-rater reliability for the two raters who rated the student compositions was 0.95 and the post-test inter-rater reliability was 0.97. Therefore, it can be concluded that t-test supported the effectiveness of reciprocal teaching of comprehension strategies in improving the learners' writing ability.

Second research is written by Meela (2015) entitled “The use of reciprocal teaching technique to improve students reading comprehension in teaching analytical exposition text”. The research conducted at XI MIA 3 students of SMAN 1 Lames. The result showed that the reciprocal teaching technique improves student reading comprehension in teaching analytical exposition text. The improvement can be seen in the result of mean scores in pre-test and post-test. The mean score of Pre-test was 2.15 and it improved to 2,94 in the first cycle, it also improved to 3,22 in the second, the last cycle improved to 3,5. It can be concluded that the use of reciprocal teaching techniques can improve students reading comprehension in teaching analytical exposition text significantly. The use of reciprocal teaching techniques initiated the students to be more cooperative and comprehend in reading class. The similarity between those related researches and the research that will be done is that this research discussed about the improvement of this technique by using reciprocal teaching in learning English. The research that will be carried out is focus on writing summary of analytical exposition text.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

Based on the topic investigated, the writer used quantitative approach and Pre-experimental method. Pre-experimental was used to investigate possible cause and effect by reciprocal teaching technique for three meetings of treatments and One-Group Pretest - Posttest design applied in this research to know the effect of the treatments by comparing the result of pre-test and post-test. The method and design were adapted from Sugiyono (2015:75) as follow:

O1 X O2

Note:

O1 : Pre-test on writing a summary essay test before the treatment

X : The treatment (using reciprocal teaching technique)

O2 : Post-test on writing a summary essay test after the treatment

In this research, the writer used one class as a sample. The pre-test was a sample that is given at the first meeting in order to know students' ability in writing a summary essay. O1 was used as a symbol of result the pre-test. Next, the students were given material about an analytical exposition text by using reciprocal teaching technique as a treatment (X) in teaching learning process. The treatments were conducted three meetings in the classroom. At the end of the teaching learning process, post-test was given to find out the effect of using reciprocal teaching

techniques on students' ability to write a summary essay. The symbol of O₂ was used as the post-test result.

B. Population and Sample

The population of this research was the second grade of SMA Rimba Madya Bogor. Students who learned analytical exposition text were chosen as the participant in this research. Then, the teacher focused on writing. In taking the sample, the writer took XI- MIPA 4 that consists of 29 students. The purposive sampling technique was used because students did not master writing skill while teacher focused more on reading and writing. They were difficult to find and develop the ideas. Therefore, there were 29 students as the sample for experimental group who teaches the material by using reciprocal teaching technique.

C. Research Instrument

Writing a summary essay was used to find out the effect of using reciprocal teaching technique on students' ability to write a summary essay. The pre - test was used to measure the students' write a summary essay. The treatments while the post-test was used to measure them after the treatments. The result of writing test focused on content, grammar, vocabulary, paraphrase, and mechanic. In measuring students' writing, the writer used scoring rubric to signify of their ability. The scoring method that was suitable for writing test was analytical scoring. There were two analytical scoring. First, the scoring rubric adapted from Yamanishi et al (2019), there were five – dimensional rubric, the writer used only four-dimensional rubric such as content, paraphrase, vocabulary, grammar. Moreover, the mechanic category was adapted from Brown (2010:284) which stated analytical scoring has several assessment categories and each category has a points

and criteria. The category were mechanic and the range of 1 until 4 points depending on the criteria students' writing. It can be seen in the appendix 5.

Besides that, the writer was validated the instruments to the expert before conducting the research. The expert checked the advisability of the instruments. The instruments which were validated include the lesson plans, pre-test and post-test.

D. Data Collection Technique

The data were collected from pre-test and post-test result to know their ability on students writing a summary essay. The first process was pre-test, when the students were asked to make summary essay. The next process, they were given treatments in three sessions by reciprocal teaching technique. After that, post-test was the last process to gain the data.

E. Data Analysis

The data were analyzed to find out the effect of using reciprocal teaching technique on students' ability to write a summary essay. To find out the effect of the treatments, the result of pre-test was used to compare the result of post-test by using formula t-test.

The following formulas were taken from Supardi (2013: 235) as follows:

1. Calculating Gain (d)

$$d = [y - x]$$

Note:

y : The post-test result of each students

x : The pre-test result of each students

Calculating Gain was used to find out the result of the tests before and after the treatment by reciprocal teaching technique. The procedure was post-test result (y)

minus pre-test result (x) of each student. The result of the formula was the interval between the post-test and pre-test result.

2. Calculating Mean of Gain (M_d)

$$M_d = \frac{\sum d}{n}$$

Note:

M_d : Mean of gain

$\sum d$: Sum of gain

n : Total of sample

Calculating Mean of Gain (M_d) was used to find out the average of the results of all samples. The procedure was all of the gains of the sample were divided by total of samples. The result of the formula was included in the formula t-test.

3. Calculating t-test

$$t = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

Note:

t : T-test

M_d : Mean of gain

$\sum x_d$: Deviation of gain score ($x_d = d_i - M_d$)

$\sum x_d^2$: Quadrate deviation of gain score

n : Total of sample

T-test was counted to find out the t-test value. The result of t-test named t_{cal} . The process was the mean of gain divided by the root of quadrate deviation of gain score divided by total sample multiplied by total sample minus one.

4. Testing The Hypothesis

$$df = N - 1$$

Note:

df : Degree of freedom

N : Total number of sample

The formula degree of freedom was taken from Arikunto (2014: 350). Testing the hypothesis was used to compare t_{cal} (the result of t-test) with t_{tab} . t_{tab} can be known through the level of significance (example $\alpha = 0,05$).

There are two possibilities in finding the result of the comparison between t_{cal} and t_{tab} . If t_{cal} is higher than t_{tab} , the alternative hypothesis (H_a) is accepted. It means that there is comparison between two samples or using reciprocal teaching technique affects students' ability to write a summary essay. If t_{cal} smaller than t_{tab} , the H_a is rejected. It means that there is no comparison between t_{cal} and t_{tab} or using reciprocal teaching technique does not affect students' ability to write a summary essay.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The research was conducted at SMA Rimba Madya Bogor. The data were taken from 11th February until 10th March 2020. The research was conducted to the eleventh-grade students of SMA Rimba Madya Bogor. There were 29 students from class XI-MIPA 4 taken as sample. There was only one class in this research: the experimental group. The purposive sampling technique was used in this research. Pre-test and post-test test were given to the students in collecting the data. Furthermore, the data were analyzed by using t-test formula to find out the effect of reciprocal teaching technique on students' ability to write a summary essay.

1. Description of pre-test score

In this research, the students were given test in the form of a pre-test. The writer asked 29 students to write a summary. Before writing, they were asked to read the text that has been provided. Then, the students were asked to write a summary essay about *why is learning English important*. After that, they wrote a summary of the analytical exposition text consisting of introduction, body, and conclusion based on the text they have read. Having written the text, the writing was assessed by looking at frequency distribution of pre-test. There are some components of assessment of this research including content, vocabulary, mechanic, grammar, and paraphrase. Based on the result, the highest score of pre - test is 70 and the lowest score is 35. Furthermore, based on the data which were calculated, the result of pre-test presented on the frequency distribution data in table 4.1

Table 4.1
Frequency distribution of pre-test

No	Class interval	Class boundary	Midpoint	F absolute	F relative (%)
1	35 – 40	34.5 - 40.5	37.5	7	24%
2	41 – 46	40.5 - 46.5	43.5	6	21%
3	47 – 52	46.5 - 52.5	49.5	5	17%
4	53 – 58	52.5 - 58.5	55.5	2	7%
5	59 – 64	58.5 - 64.5	61.5	4	14%
6	65 – 70	64.5 - 70.5	67.5	5	17%
TOTAL				N= 29	100%

The table 4.1 mentioned several points, such as class interval, class boundary, midpoint, F absolute and F relative. The class interval is used to know students' score in writing, while class boundary is used to know the limitation of the students' pre-test score in writing. Midpoint is used to know the middle point of the range of scores, then f absolute is used to know frequency of variable x. The last, f relative is used to know number percentage, and n is a number of respondents.

From table frequency distribution of pretest above, it indicates that the score of students writing a summary pre – test at the range 35-40 around 24%, there are seven students. Next, six students or 21% of them get the scores at the range of 41-46. Moreover, in the range 47 – 52 and 65 – 70 around 17% with the total students are five. After that, two students or 7% of them get scores at the range 53 – 58 Lastly, there are four students who reach 14% at range 59 – 64.

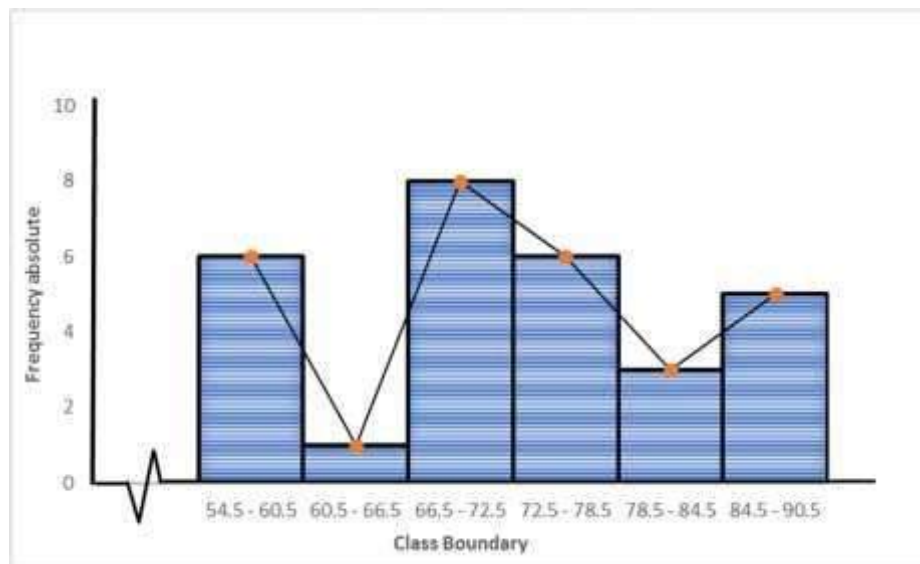
Therefore, the students' score is in range 35 – 40, 41 – 46, 47 – 52, 53 – 58, 59 – 64, and 65 – 70, it means that all score does not achieve the standard the minimum criteria

of mastery learning (KKM). The minimum criteria of mastery learning (KKM) is 75. Thus, to know whether their scores are increasing or not, effect or not the treatments must be applied. Consequently, the result of this pre-test described one of the reasons for choosing the topic that was students faced difficulties in starting make a sentence to convey their idea in writing, because the students understand the meaning but students are difficult to express their idea. The students have also re-written the original text with a diction, mechanical, grammatical incorrectly. So, in this study it was approved that there was a reason for students' difficulties in writing a summary essay. Therefore, this research needed to be given three treatments to solve the problem.

Besides that, the writer described the stability percentage of the technique whether there is an effect or not, Increase or not in polygon graph. The result of the pre - test can

Figure 4.1

Polygon Graph of Pre-Test Score



From the polygon graph above, it can be seen nominal data distribution of pre- test scores that there is an abnormal data distribution. There has a different height of each bar.

The distribution of data centre in one of the highest bar is range of 34.5 – 40.5 consisted of seven students. While the lowest bar is range of 52.5 – 58.5 there are two students.

2. Description of post-test scores

Based on the result of the post-test, it was found that the highest score is 90 and the lowest score is 55. The post- test conducted after the students were given three times treatments by using reciprocal teaching technique. The writer asked the students to make a summary essay about *learning English through music* of analytical exposition text in the post- test. So, the post test score indicates that there is an effect of using reciprocal teaching technique on students' ability to write a summary. The score can be seen in the following frequency distribution of post test score table 4.2

Table 4.2

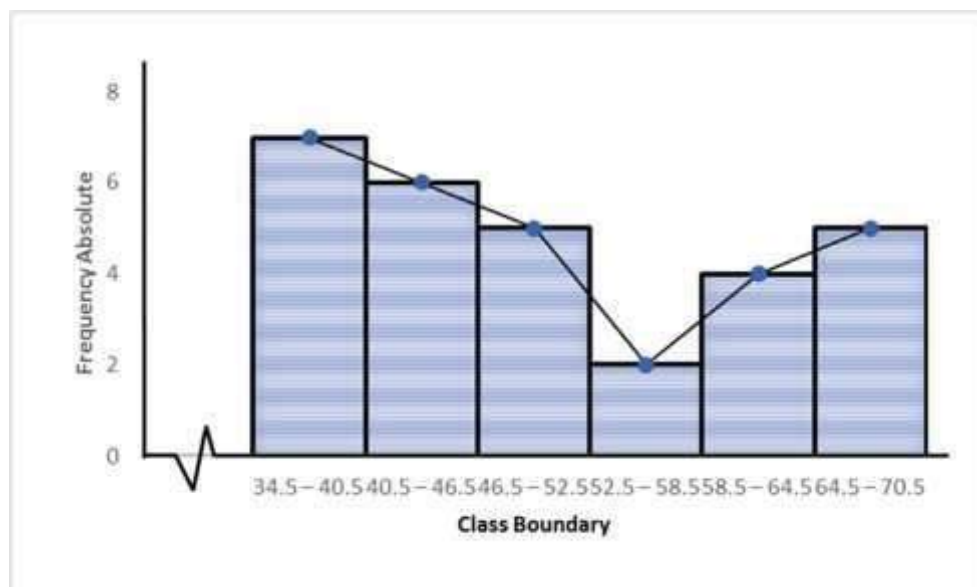
Frequency distribution of post-test

No	Class interval	Class boundary	Midpoint	F absolute	F relative (%)
1	55 – 60	54.5 - 60.5	57.5	6	21%
2	61 – 66	60.5 - 66.5	63.5	1	3%
3	67 – 72	66.5 - 72.5	69.5	8	28%
4	73 – 78	72.5 - 78.5	75.5	6	21%
5	79 – 84	78.5 - 84.5	81.5	3	10%
6	85 – 90	84.5 - 90.5	87.5	5	17%
TOTAL				N= 29	100%

Based on the frequency distribution in Table 4.2, it indicates that the score of students writing a summary pre – test at the range 55 – 60 and 67 – 72 in the mount 21%, with the total students are six students. Then, in the range 61 – 66 is in the mount 3% there is only one student. Next, in the range 67 – 72 is in the mount 28% with the total students

are eight. After that, in the range 79 – 84 is in the mount 10%, there are three students. Lastly, in the range 85 – 90 is in the mount 17 %, with the total students are five students. Thus, the result of post-test presents that using of reciprocal teaching technique affect the students to improve their writing a summary essay. In addition, the polygon graph of post-test score can be seen at the figure 4.2 below.

Figure 4.2
Polygon Graph of Post-Test Score



Based on the graph above, it can be seen that the result of post-test is higher than pre-test. The highest bar on the graph shows that there are eight students who got score in the range 66.5-72.25. Besides that, the lowest bar showed that there is one student who got the score in the range of 60.5 – 66.5. Based on the result above, it can be concluded that reciprocal teaching technique is effective to improve students' ability in writing skill.

Based on the result of pre-test and post-test, it can be concluded that the students' score has been increasing. It shows that the treatments which have been given in three times

using reciprocal teaching technique affect their writing ability, mainly in writing a summary essay about analytical exposition text.

3. Calculating the mean of difference /gain (md)

Calculating mean of gain is to find out the average result of pre-test and post-test score. Furthermore, the writer calculated the total score of gain were divided by the total number of students. The total score of gain is showed by ($\sum d$) and the total number of students is showed by n. here is the calculation

$$\begin{aligned}M_d &= \frac{\sum d}{n} \\&= \frac{610}{29} \\&= 21.03\end{aligned}$$

Based on the calculation, the calculation of the mean (Md) writing test is gained by dividing the total of gain and the number of the samples. From the calculation, the ($\sum d$) is 610 and the number of the samples is 29. Therefore, the result of (Md) is 21.03. So, the result mean of gain is used to calculated X_d (deviation of gain). In order to know the difference between pre-test and post-test.

1. Calculating Deviation of Gain (X_d)

Before the writer calculates the deviation of gain (X_d), the writer diminished each student result post-test with pre-test score to find out the gain of (d) and the purpose is to know the difference between pre-test and post-test. Then, the writer diminished students' gain of (d) one by one with the main of gain (Md) in order to find out the score of deviation of gain (X_d). Here is the calculation deviation of gain.

$$d = \text{Post - test} - \text{Pre - test}$$

$$= 70 - 50$$

$$= 20$$

$$X_d = d - Md$$

$$= 20 - 21.03$$

$$= -1.03$$

The calculation showed that the student got 20 as the value of gain. Then, the writer counted it one by one based on the total numbers of students and it is the result of the first students who got post test score was 70 and pre- test score 50. Moreover, the mean of gain score (Md) is 21.03. So, the result of deviation of gain (X_d) for the first student is - 1.03

2. Calculating t-test

After calculating the mean and the deviation of gain, the t-test is calculated to find out the t-test value. The calculation is as follows.

$$t = \frac{Md}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

$$= \frac{21.03}{\sqrt{\frac{3166}{29.(28)}}}$$

$$= \frac{21.03}{\sqrt{\frac{3166}{812}}}$$

$$= \frac{21.03}{2.35}$$

$$= 9$$

The calculation shows that the result of t-test is 9. The last, the writer compared the t-test value with the degree of freedom (df). It was used to determine whether the alternative hypothesis rejected or accepted. On the other hand, reciprocal teaching as technique of this research is accepted. It is seen from t-test result.

3. Degree of Freedom and Testing Hypothesis

After the writer found the t-test value, the writer counted the degree of freedom (df). Degree of freedom is calculated to test the hypothesis. It is intended to gain the value of t-table. Here is the calculation degree of freedom.

$$df = N - 1$$

$$= 29 - 1$$

$$= 28$$

The result shows that the degree of freedom is 28. Based on t-table, the degree of freedom (df) 28 at significant level of 0.05 is 2.05. Meanwhile, t-test value or t_{cal} was 9. It means that t_{cal} is higher than the value of t_{tab} ($9 > 2.05$). It can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. So, it shows that there is a significant effect of the use reciprocal teaching on students' ability to write a summary essay.

A. Discussions

In conducting this research, the writer applied reciprocal teaching technique on students' ability to write a summary essay. It is supported by Routman (2003) that reciprocal teaching provides students learning in cooperative groups and pairs with

reading practice. This technique will increase their achievement in the lesson. It means that the reciprocal teaching technique motivated students in the writing lesson with reading practice. Therefore, the writer collected the data pre - test and post – test. Students were given pre – test in the first meeting while the treatments were applied three times. Lastly, the writer were given a post-test in last meeting. Then, the data would be gained the result. The students were asked to write a summary of *why is learning English important* (pre-test) and *learning English through music* (post-test) in analytical expiation text that consist of introduction, body, and conclusion. The first data were obtained from pre-test. The second data gained from post-test after using reciprocal teaching technique in the treatment. The result of post-test showed the increasing score in students' writing a summary essay.

In applying reciprocal teaching technique, there are four steps that were given by teacher. First, students were divided into seven group. Each group consists of five and four students. Each students in a group play a role as a predicator, a questioner, a clarifier, and a summariser. Next, the students were given a text to read. Afterward, the students were asked to discuss related to their own roles. The last, students were asked to write the result of prediction, clarify, question, and summarise in exercise.

According to the data calculation, the result of t- calculated is 9 with degree of freedom is 28. Meanwhile, the df of 28 at significant level of 0.05 is 2.05. Based on the calculation, the t- calculated $9 > 2.05$. it means that t-calculated is higher than t-table. So, it can be described that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected because t- table is lower than t-calculated. Thus, the result showed that there is an effect of using reciprocal teaching technique on students' ability to write a summary essay. All of the data can be seen on appendix 4. On the

other hand, using reciprocal teaching technique has an effect on students' ability to write a summary. Because the post-test score is higher than pre-test after applying reciprocal teaching technique. It can be seen the comparison is so far. After the data is calculated, the result of the research shows that the use of reciprocal teaching technique on student' ability to write a summary.

The result of the research represents that reciprocal teaching technique improve students' writing summary. The research finding also shows the differences of the students' score between pre-test and post-test scores. So, it can be concluded that reciprocal teaching technique focus on reading comprehension that has effective ways to help students in improving their writing.

Based on Mohammad Reza Ghorbani, Atefeh Ardeshir Gangeraj, & Sahar Zahed Alavi (2013) from Arizona state university. The title of this research is 'reciprocal teaching of comprehension strategies improves EFL learners writing ability'. It showed that the reciprocal teaching technique is an effective technique to improve the students' writing ability. Thus, the experts' statements have proven by the research result. The findings of this study imply that students will get motivated to read more if they realize the importance of reading in improving their writing performance.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research entitled “The Use of Reciprocal Teaching Technique on Students’ Ability to Write a Summary Essay” was intended to investigate the use of reciprocal teaching technique on students’ ability to write a summary essay. The writer applied this research in *Sma Rimba Madya* with 29 students as the total of samples.

Based on calculating the data, the writer found that reciprocal teaching affects students’ ability to write a summary essay. It can be seen from the differences of the students’ result between pre-test and post-test scores. In the pre-test, it was found that the highest score is 70 and there are four students who got the score. Then, the student who got the lowest score is one student on score 35. However, in the post-test, the lowest score is 55 and the highest score is 90. It is the proof that the use of reciprocal teaching technique on students’ ability to write a summary essay is effective to increase students’ writing ability.

The result of study indicates the t-test value is higher than t-table. It can be seen from the t-test value is 9 with the degree of freedom (df) is 28. Furthermore, the t-table of (df) at the level significant of 0.05 is 2.05. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

Based on the data analysis, it can be concluded that using reciprocal teaching technique affects students’ ability to write a summary essay. This technique makes the students improve their writing a summary essay. Therefore, the reciprocal

teaching technique can facilitate students learning to be more active and easier to interpret the meaning or information from the text.

B. Suggestion

Based on the result of pre-test and post-test, there is an effect of the use of reciprocal teaching technique on students' ability to write a summary essay. However, the writer finds some obstacles in applying the technique. First, the technique consumes much time to be applied. So, it needs more than a meeting to finish all of the steps. The teacher needs to inform the students about the material in the previous meeting.

Second, few students are apathetic. It makes the teacher need to make sure whether they understand the lesson or not. So, the writer suggests to explain the lesson in a simple way and get closed to the students using the appropriate approach.

For the next researchers who are going to conduct the research about reciprocal teaching technique, the writer suggests them to investigate the other skills such as listening and speaking. It is because this technique can improve those skills as well. the next researcher can also use other the media in applying this technique to make it more interesting.

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Appendix 1: RPP I, II, dan III + Lampiran

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMA Rimba Madya Bogor
Mata Pelajaran:	: Bahasa Inggris
Kelas/Semester	: XI MIPA-4
Materi Pokok	: Analytical Exposition Text
Alokasi Waktu	: 2 X 40 menit (Pertemuan ke-1)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar

KD 3.4: Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya

KD 4.4: Teks *eksposisi analitis*

KD4.4.1: Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual

C. Indikator

3.4.1: Menganalisis argument – argument dari dua sebuah teks eksposisi analitis.

4.4.1.1: Membuat summary essay dari teks eksposisi analitis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan.

D. Tujuan pembelajarn

Setelah mempelajari materi ini, siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks eksposisi analitis terkait isu actual (analytical exposition), sesuai dengan konteks penggunaannya serta dapat membuat ringkasan dari teks exposisi analitis sehingga mampu menyusun tulisan dalam bentuk ringkasan secara tersusun dan terperinci.

F. Materi pembelajaran

analytical exposition text

Fungsi social:

Analytical exposition text digunakan untuk menyatakan pendapat, mempengaruhi dengan argumentasi analitis.

Structure of text:

- Introduction: states the thesis statement of the text
- Body: a series of arguments
- Conclusion: restates the thesis statement

Unsur kebahasaan:

1. Ungkapan seperti I believe, I think
2. Kata sambung therefore, consequently, based on the arguments
3. Menggunakan kalimat simple present tense
4. Averbial : first, second, third

G. Metode pembelajaran

- Pendekatan : cooperative learning
- Metode pembelajaran : Reciprocal teaching technique
- Model pembelajaran : diskusi kelompok

H. Media dan alat pembelajaran

- Media : teks / article
- Alat : white board, board marker, laptop, projector, fab four mat

I. Sumber pelajaran

Kementrian pendidikan kebudayaan republik. 2017. Buku bahsa inggris. Jakarta: kementrian pendidakan den kebudayaan.

J. Pertemuan satu

Kegiatan	Kegiatan pembelajaran	waktu
Pendahuluan	<ul style="list-style-type: none">- Guru memberi salam kepada siswa- Guru memeriksa kehadiran siswa- Guru melakukan apersepsi “<i>boom counting</i>” dengan menanyakan beberapa pertanyaan terkait isu isu actual- Guru menyampaikan tujuan pembelajaran	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">- Siswa diberikan <i>analytical exposition text</i> <p>Menanya</p> <ul style="list-style-type: none">- Guru menanyakan opini atau pendapat dari isu dari teks tersebut kepada siswa <p>Mengeksplorasi</p> <ul style="list-style-type: none">- Siswa menganalisis statement dan unsur bahasa dari dua <i>analytical exposition text</i>- Guru menjelaskan tentang reciprocal teaching technique	60 menit

	<p>Mengasosiasi</p> <ul style="list-style-type: none"> - Guru membagi siswa kedalam 7 kelompok - Guru menampilkan dari fab four mat beserta fungsinya yang harus siswa gunakan selama proses pembelajaran - Guru meminta siswa menentukan peran masing – masing di setiap kelompoknya sebagai predictor, clarifier, questioner, summarizer. - Siswa diberikan judul dari sebuah teks eksposisi analitis, kemudian siswa beserta kelompoknya diminta untuk menuliskan hasil prediksi dari hasil diskusi mereka dengan topik yang telah diberikan (predicting) - Guru menampilkan keseluruhan isi dari teks eksposisi analitis tentang fast food. Kemudian peserta didik diminta untuk membaca hasil pertanyaan yang telah dibuat berdasarkan teks yang sudah dibaca (questioning) - Siswa mencari arti kata yang tidak dimengerti mengenai isi teks yang telah ditampilkan (clarifying) - Setelah selesai siswa dan teman teman diminta merangkum hasil diskusi mereka sesuai dengan teks yang telah ditampilkan. (summarizing) <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Siswa diminta membacakan hasil summary yang telah di diskusikan 	
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Penutup	<ul style="list-style-type: none"> - Guru dan siswa merangkum dan merefleksikan pembelajaran di hari itu - Guru menyampaikan rencana kegiatan yang akan datang. - Guru menutup kegiatan pembelajaran 	12 menit
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K. Penilaian hasil belajar

Writing

Teknik penilaian

- Sikap: observasi
- Pengetahuan: tes tulis

a. Penilaian Sikap

No.	Nama Siswa	Kerjasama				Mandiri				Skor
1.										
2.										
3.										
4.										
5.										

Keterangan :

➤ BT : Belum Terlihat (Skor 1)

Apabila siswa **belum** memperlihatkan tanda-tanda awal prilaku yang dinyatakan dalam indikator.

➤ MT : Mulai Terlihat (Skor 2)

Apabila siswa **sudah mulai** memperlihatkan adanya tanda-tanda awal prilaku yang dinyatakan dalam indikator tetapi belum konsisten.

➤ MB : Mulai Berkembang (Skor 3)

Apabila siswa **sudah mulai** memperlihatkan berbagai tanda prilaku yang dinyatakan dalam indikator dan **mulai konsisten**.

➤ **MK : Membudaya (Skor 4)**

Apabila siswa **terus menerus** memperlihatkan perilaku yang dinyatakan dalam indikator dan **secara konsisten**.

$$\text{Nilai} = \frac{\text{skor yang diperoleh} \times 100}{10}$$

10

b. Penilaian writing

Categories	Level	Criteria
Content	4	Excellent to Good: The ideas are creative and interesting, the title is correct and the arrangement story is coherence and cohesive.
	3	Good to Adequate: The ideas are good and the title is appropriate but the arrangement is not connected.
	2	Fair to Poor: The ideas are not related to the topic, there is lack in the title and not coherence.
	1	Very Poor: The ideas does not reflect to the topic, the title is incorrect and not coherence.
Grammar	4	Excellent to Good: The preposition, clause, modals, articles, verbs form and tenses are correct.
	3	Good to Adequate: Few grammatical or agreement inaccuracies but not effect on meaning.
	2	Fair to Poor: Frequent grammatical or agreement inaccuracies.
	1	Very Poor: Grammatical error and not understandable.
Vocabulary	4	Excellent to Good:

		Effective choice of words and words form. Has various idioms, expressions, and vocabularies.
	3	Good to Adequate: Effective sentences but has limited vocabularies and words form.
	2	Fair to Poor: Limited range confusing words and words form
	1	Very Poor: Very poor knowledge of words, words form, and not understandable.

Assesment : total jumlah nilai yang diperoleh siswaX 100 =

Jumlah score

Mengetahui

Bogor, 18 Februari 2020

Guru,

Peneliti,

Raden Dadang Aris, S. S
NUPTK: 2733756656200002

Wida Maulidda
NPM: 031114034

Lampiran

A). Group work

Read the text below and put into fab four mat.



Nowadays, there are over thousands and millions of things that ruin your health severely around the world. These things are called fast food restaurants and almost everybody in the world visits it at least more than 10 times in their lifetime. Fast food restaurants are not good for your body and you do not get a lot of energy obtained from it.

The first bad effect of fast food restaurants is because of the energy consumed from it. Research shows that 29~30 percent of children energy comes from fast food when consumed. there are an additional 57 calories more than the balance of the calories that need to be consumed in a day. Fast food restaurants give you a lot of calories and also a small energy.

According to Research fast food is related to obesity because it has a lot of fat in it. By eating fast food, you can get obesity. Obesity is when your body has than it needs. This can give off a bad effect because your body will be heavier to carry around and also it makes you lazy and is not good for your body health. This maybe the reason why about 60 percent of America's people are obese; American people go to the fast food restaurants like it is their house because they go there so often.

Fast food restaurants also use a lot of bad materials in making their food. The oil is used again for days and they also use vegetables that are

not very fresh. The way the fast food restaurants try to hide their uses of bad vegetables is by making the commercial using very fresh and good vegetables and people think that all of their food will be as fresh as it is in the commercial. People should always recognize that the commercials are very different from the real product.

The energy obtained from fast food is little and fast food is bad for people's health. I think that people should go to fast food restaurants once or twice a month if they really need to. I go to fast food restaurants about once in three months unless I have a friend that came back from America and we go and eat at a fast food restaurant. So, according to researchers, fast food is highly related to obesity.

Taken from: <http://www.bookrags.com/essay-2006/7/13/1274/55415>

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMA Rimba Madya Bogor
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI MIPA-4
Materi Pokok	: Analytical Exposition Text
Alokasi Waktu	: 2 X 40 menit (Pertemuan kedua)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar

KD 3.4: Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya

KD 4.4: Teks *eksposisi analitis*

KD 4.4.1: Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual

C. Indikator

3. 4.2: Mengklasifikasikan unsur bahasa dari dua teks eksposisi analitis.

4.4.1.2: Membuat ringkasan teks eksposisi analitis tulis, terkait isu aktual dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

D. Tujuan pembelajarn

Setelah mempelajari materi ini, siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks eksposisi analitis terkait isu actual (analytical exposition), sesuai dengan konteks penggunaannya serta dapat membuat ringkasan dari teks exposisi analitis sehingga mampu menyusun tulisan dalam bentuk ringkasan secara tersusun dan terperinci.

F. Materi pembelajaran

analytical exposition text

fungsi social:

Ananalytical exposition text digunakan untuk menyatakan pendapat, mempengaruhi dengan argumentasi amalitis.

Struktur teks:

Pendapat

Argumentasi secara analitis

Kesimpulan

Unsur kebahasaan:

1. Ungkapan seperti I believe, I think
2. Kata sambung therefore, consequently, based on the arguments
3. Menggunakan kalimat simple present tense
4. Averbial : first, second, third

G. Metode pembelajaran

- Pendekatan : *cooperative learning*
- Metode pembelajaran : Reciprocal teaching technique
- Model pembelajaran : Diskusi kelompok

H. Media dan alat pembelajaran

- Media : teks / article
- Alat : white board, board marker, laptop, projector, for doors chart

I. Sumber pelajaran

Kementrian pendidikan kebudayaan republik. 2017. Buku bahsa inggris. Jakarta: kementrian pendidikan den kebudayaan.

J. Pertemuan kedua

Kegiatan	Kegiatan pembelajaran	Waktu
Pendahuluan	<ul style="list-style-type: none">- Guru memberi salam kepada siswa- Guru meminta salah satu siswa untuk memimpin doa- Guru memeriksa kehadiran siswa- Guru melakukan apersepsi berupa menampilkan gambar -gambar terkait dengan materi kemudian siswa memprediksi gambar-gambar tersebut- Guru memberikan pertanyaan pertanyaan terkait gambar tersebut yang mengarah ke topik pembelajaran- Guru menyampaikan judul materi tujuan pembelajaran	10 menit
	Mengamati <ul style="list-style-type: none">- Guru dan siswa mengulas pelajaran sebelumnya Menanya <ul style="list-style-type: none">- Guru memberikan kesempatan siswa untuk bertanya	60 menit

<p>Inti</p>	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Guru menampilkan teks eksposisi analitis - Guru meminta siswa secara individu untuk mengklasifikasikan unsur bahasa dari dua teks eksposisi analitis. - Guru menjelaskan steps dan parts menulis summary essay <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Guru membagi siswa kedalam 7 kelompok - Guru meminta siswa untuk melengkapi fab four mat - Siswa diberikan judul dari sebuah teks eksposisi analitis, kemudian siswa beserta kelompoknya diminta untuk menuliskan hasil prediksi mereka dengan topik yang diberikan (predicting) - Guru menampilkan keseluruhan isi dari teks eksposisi analitis tentang isu. Peserta didik diminta untuk membaca kemudian membuat dua pertanyaan berdasarkan teks yang sudah dibaca (questioning) - Siswa mencari arti kata yang tidak dimengerti mengenai isi teks yang telah ditampilkan (clarifying) - Setelah selesai siswa dan teman teman diminta merangkum hasil diskusi mereka sesuai dengan teks yang telah ditampilkan. (summarizing) <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Siswa diminta menulis hasil summarizing di papan tulis - Siswa diminta menulis ke dalam bentuk summary essay secara individu 	
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	- Siswa diminta guru mengumpulkan hasil summary essay	
Penutup	<ul style="list-style-type: none"> - Guru dan siswa menyimpulkan pembelajaran yang telah dilakukan dan menyampaikan pembelajaran yang akan dibahas selanjutnya - Guru menutup kegiatan pembelajaran 	12 menit

K. Proses dan hasil pembelajaran

Teknik penilaian

- Sikap: observasi
- Pengetahuan: tes tulis

a. Penilaian Sikap

No.	Nama Siswa	Kerjasama			Mandiri				Skor	
1.										
2.										
3.										
4.										
5.										

Keterangan :

➤ **BT : Belum Terlihat (Skor 1)**

Apabila siswa **belum** memperlihatkan tanda-tanda awal perilaku yang dinyatakan dalam indikator.

➤ **MT : Mulai Terlihat (Skor 2)**

Apabila siswa **sudah mulai** memperlihatkan adanya tanda-tanda awal perilaku yang dinyatakan dalam indikator tetapi belum konsisten.

➤ **MB : Mulai Berkembang (Skor 3)**

Apabila siswa **sudah mulai** memperlihatkan berbagai tanda perilaku yang dinyatakan dalam indikator dan **mulai konsisten**.

➤ **MK : Membudaya (Skor 4)**

Apabila siswa **terus menerus** memperlihatkan perilaku yang dinyatakan dalam indikator dan **secara konsisten**.

$$\text{Nilai} = \frac{\text{skor yang diperoleh} \times 100}{10}$$

10

b. Pengetahuan: tes tulis

Categories	Level		Criteria
Content	4	Very good	The ideas are creative and interesting, the title is correct and the arrangement story is coherence and cohesive.
	3	Good	The ideas are good and the title is appropriate but the arrangement is not connected.
	2	fair	The ideas are not related to the topic, there is lack in the title and not coherence.
	1	poor	The ideas does not reflect to the topic, the title is incorrect and not coherence.
Grammar	4	Very good	The preposition, clause, modals, articles, verbs form and tenses are correct.
	3	Good	Few grammatical or agreement inaccuracies but not effect on meaning.
	2	fair	Frequent grammatical or agreement inaccuracies.
	1	poor	Grammatical error and not understandable.

Vocabulary	4	Very good	Effective choice of words and words form. Has various idioms, expressions, and vocabularies.
	3	Good	Effective sentences but has limited vocabularies and words form.
	2	fair	Limited range confusing words and words form
	1	poor	Very poor knowledge of words, words form, and not understandable.
Mechanic	4	Very Good	Over all used punctuation, capitalization, and spelling are correct.
	3	Good	Punctuation, capitalization and spelling are quite.
	2	fair	Many punctuation, capitalization and spelling error.
	1	poor	Mechanics errors.
Paraphrase	4	Very Good	Can paraphrase 80% or more of the expressions included in the summary in one's own words
	3	Good	Can paraphrase from 50% to less 80% of the expressions included in the summary in one's own words
	2	fair	Can paraphrase only from 25% to less 50% of the expressions included in the summary in one's own words
	1	poor	Can paraphrase only less than 25% of the expressions included in the summary in one's own words

Assesment: $\frac{\text{total jumlah yang diperoleh siswa} \times 100}{\text{Nilai maksimal}}$

Mengetahui
Guru,

Bogor, 25 Februari 2020
Peneliti,

Raden Dadang Aris, S. S
NUPTK: 2733756656200002

Wida Maulidda
NPM: 031114034

LAMPIRAN

A) Group work

Read the text below and put into fab four mat.

Global Warming

Is it an end to our world?

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee—the lifeline of Western society (Greenpeace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.



Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been a lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

Picture 1 & 2: Effect of global warming (Source: weatheringup.com)

Discussion

1. What is global warming?
2. Is it a severe problem? Why?
3. What kind of text is given above?

B) Individual work

Instruction:

1. Read the text carefully.
2. Write your name and class on the paper
3. Write a summary essay from the text.
4. A summary consists of 2 or 3 paragraphs (introduction, body, and conclusion).

The Advantages of Online Shopping

Since the emergence of the internet, merchant have sought to sell their product to people who surf the internet. Now, people can visit online stores from the comfort of their homes and shop as they sit in front of their smartphone or computer. Although there are some people who still doubt the quality of goods and the security of online shopping, it has become a fast-growing shopping trend across the world in recent years. Then, what are the advantages of online shopping which make it so popular and able to change the way most people shop?

Firstly, online shopping helps shoppers to get the best deals, so they can enable to reduce monthly expenses. Most online stores, such as Tokopedia, Bukalapak, Shopee, Lazada, JD.ID, and many others offer lower prices than offline stores. Shoppers can compare prices from different online stores to pay less. Online shopping makes price comparison quicker and simpler because the internet has many websites which offer automated price comparison for free. Besides that, savvy shoppers can also pay less simply by doing a little online research and look for special offers and coupons.

Secondly, online shopping provides a wide variety of products to buy. This means shoppers can choose goods that suit their needs and budget the most. Most online stores also provide goods that shoppers cannot be found in their local stores, such as limited-edition shoes, sneakers, shirts, or products which are not sold in their country.

Lastly, the great flexibility of online shopping helps people to save a great deal of time. Online stores are open 24/7; it means shoppers can make purchases anytime they have the desire and spare time. Since people nowadays are often so caught up with work and study, online shopping is a wise choice which does not require them to go to the stores during regular working hours. With just a single click of the mouse or a tap on the screen, shoppers can buy the things they need and the shippers will deliver the products to customers as soon as possible.

In conclusion, online shopping comes with some advantages that make it becomes more and more popular, such as offering best deals, providing a wide variety of things, and having great flexibility to save more time.

<https://www.contohtext.com/2019/05/contoh-teks-analytical-exposition-online-shop.html>

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMA Rimba Madya Bogor
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI MIPA-4
Materi Pokok	: Analytical Exposition Text
Alokasi Waktu	: 2 X 40 menit (pertemuan ke-3)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar

KD 3.4: Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya

KD 4.4: Teks *eksposisi analitis*

KD 4.4.1: Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual

C. Indikator

3.4.3: Menentukan fungsi social dari dua teks eksposisi analitis

4.4.1.3: Menulis ringkasan berdasarkan teks eksposisi analitis

D. Tujuan pembelajarn

Setelah mempelajari materi ini, siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks eksposisi analitis terkait isu actual (analytical exposition), sesuai dengan konteks penggunaannya serta dapat membuat ringkasan dari teks eksposisi analitis sehingga mampu menyusun tulisan dalam bentuk ringkasan secara tersusun dan terperinci.

F. Materi pembelajaran

- *analytical exposition text*

- **fungsi social:**

Ananalytical exposition text digunakan untuk menyatakan pendapat, mempengaruhi dengan argumentasi analitis.

Struktur teks:

Pendapat

Argumentasi

Kesimpulan

Unsur kebahasaan:

Ungkapan seperti I believe, I think

Kata sambung therefore, consequently, based on the arguments

Menggunakan kalimat simple present tense

Adverbial : first, second, third

G. Metode pembelajaran

Pendekatan : *cooperative learning*

Metode pembelajaran : reciprocal teaching technique

Model pembelaran : diskusi kelompok

H. Media dan alat pembelajaran

Media : teks / article

Alat : white board, board marker, laptop, projector, four doors chart

I. Sumber pelajaran

Kementrian pendidikan kebudayaan republik. 2017. Buku bahsa inggris. Jakarta: kementrian pendidakan den kebudayaan.

J. Pertemuan Ketiga

Kegiatan	Kegiatan pembelajaran guru dan siswa	waktu
Pendahuluan	<ul style="list-style-type: none">• Guru memberi salam kepada siswa• Guru dan siwa berdoa sebelum memulai kegiatan• Guru memeriksa kehadiran siswa• Guru melakukan apersepsi dengan guesing story• Guru menyampaikan tujuan pembelajaran	10 menit
inti	<p>Mengamati</p> <ul style="list-style-type: none">• Guru dan siswa mengulas pembelajaran sebelumnya <p>Menanya</p> <ul style="list-style-type: none">• siswa diberi kesempatan untu bertanya <p>Mengeksplorasi</p> <ul style="list-style-type: none">• siswa diminta menentukan fungsi social dari dua teks eksposisi analitis <p>Mengasosiasi</p> <ul style="list-style-type: none">- Guru membagi siswa kedalam 7 kelompok- Guru menampilkan dari fab four mat beserta fungsinya yang harus siswa gunakan selama proses pembelajaran	60 menit

	<ul style="list-style-type: none"> - Siswa diberikan judul dari sebuah teks eksposisi analitis, kemudian siswa beserta kelompoknya diminta untuk menuliskan hasil prediksi mereka dengan topik yang diberikan (predicting) - Guru menampilkan keseluruhan isi dari teks eksposisi analitis tentang isu. Peserta didik diminta untuk membaca kemudian membuat dua pertanyaan berdasarkan teks yang sudah dibaca (questioning) - Siswa mencari arti kata yang tidak dimengerti mengenai isi teks yang telah ditampilkan (clarifying) - Setelah selesai siswa dan teman teman diminta merangkum hasil diskusi mereka sesuai dengan teks yang telah ditampilkan. (summarizing) - Guru memberikan latihan individu mengenai summary essay text <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa diminta mengumpulkan tugas yang diberikan oleh guru 	
Penutup	<ul style="list-style-type: none"> • Guru dan siswa merangkum dan merefleksikan pembelajaran di hari itu • Guru menutup kegiatan pembelajaran 	12 menit

K. proses dan hasil pembelajaran

writing

Teknik penilaian

- Sikap: observasi
- Pengetahuan: tes tulis

a. Penilaian Sikap

No.	Nama Siswa	Kerjasama				Mandiri				Skor
1.										
2.										
3.										
4.										
5.										

Keterangan :

➤ **BT : Belum Terlihat (Skor 1)**

Apabila siswa **belum** memperlihatkan tanda-tanda awal prilaku yang dinyatakan dalam indikator.

➤ **MT : Mulai Terlihat (Skor 2)**

Apabila siswa **sudah mulai** memperlihatkan adanya tanda-tanda awal prilaku yang dinyatakan dalam indikator tetapi belum konsisten.

➤ **MB : Mulai Berkembang (Skor 3)**

Apabila siswa **sudah mulai** memperlihatkan berbagai tanda prilaku yang dinyatakan dalam indikator dan **mulai konsisten**.

➤ **MK : Membudaya (Skor 4)**

Apabila siswa **terus menerus** memperlihatkan prilaku yang dinyatakan dalam indikator dan **secara konsisten**.

$$\text{Nilai} = \frac{\text{skor yang diperoleh} \times 100}{\quad}$$

b. Penilaian pengetahuan (writing)

Categories	Level		Criteria
Content	4	Very good	The ideas are creative and interesting, the title is correct and the arrangement story is coherence and cohesive.
	3	Good	The ideas are good and the title is appropriate but the arrangement is not connected.
	2	fair	The ideas are not related to the topic, there is lack in the title and not coherence.
	1	poor	The ideas does not reflect to the topic, the title is incorrect and not coherence.
Grammar	4	Very good	The preposition, clause, modals, articles, verbs form and tenses are correct.
	3	Good	Few grammatical or agreement inaccuracies but not effect on meaning.
	2	fair	Frequent grammatical or agreement inaccuracies.
	1	poor	Grammatical error and not understandable.
Vocabulary	4	Very good	Effective choice of words and words form. Has various idioms, expressions, and vocabularies.
	3	Good	Effective sentences but has limited vocabularies and words form.
	2	fair	Limited range confusing words and words form
	1	poor	Very poor knowledge of words, words form, and not understandable.

Mechanic	4	Very Good	Over all used punctuation, capitalization, and spelling are correct.
	3	Good	Punctuation, capitalization and spelling are quite.
	2	Fair	Many punctuation, capitalization and spelling error.
	1	Poor	Mechanics errors.
Paraphrase	4	Very Good	Can paraphrase 80% or more of the expressions included in the summary in one's own words
	3	Good	Can paraphrase from 50% to less 80% of the expressions included in the summary in one's own words
	2	Fair	Can paraphrase only from 25% to less 50% of the expressions included in the summary in one's own words
	1	Poor	Can paraphrase only less than 25% of the expressions included in the summary in one's own words

Assesment : total jumlah nilai yang diperoleh siswaX 100 =

Jumlah score

Mengetahui

Bogor, 5 maret 2020

Guru,

Peneliti,

Raden Dadang Aris, S. S

Wida Maulidda

NUPTK: 2733756656200002

NPM: 031114034

Lampiran

A) Group work

Read the text below and put into four parts.

School uniform

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear. Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for school. I strongly believe that mobile phones are necessary. My reasons for this belief are that these phones are convenient for business people who travel a lot, and they are handy for emergencies. To begin with, mobile phones are necessary in the case of emergencies. For instance, if you fall down a set of stairs in a building and are badly injured and can't reach a pay phone, it is handy to have one to use. If your car breaks down in the middle of the night in a strange neighborhood, it would be dangerous to leave it in search of a public phone booth. My other main reason is that mobile phones are convenient for business people. For example, if you

are out of the state or even overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. You can even send faxes or messages and use the internet with your mobile.

In conclusion, I believe that mobile phones have now become a necessary part of everyday life. Instant communication will ensure that information can be passed on with a simple press of a button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in the new millennium.

<http://britishcourse.com/contoh-analytical-exposition-text-school-uniform.php>

B) Individual work.

Instruction:

1. Read the text carefully.
2. Write your name and class on the paper
3. Write a summary from the text.
4. A summary consists of 2 or 3 paragraphs (introduction, body, and conclusion).

The Importance of Internet for Education

The impact of internet in education has been far reaching and still developing. It has created instant access to a wide variety of research information to help students learn. Nowadays, internet access has created the potential for students to learn new material easily. The time students have at class is limited, so the teacher sometimes cannot give all the explanation needed. In this case, internet can help students to get more explanation. Internet has become now way of life. In the future, on students' working life, they will have to use internet. So, it is wise for the teacher to give assignment which related to it. For example, teacher can ask students to give the assignment via e-mail. Internet has big impact on education. There are many positive things students and teacher can get from it.

<http://britishcourse.com/contoh-analytical-exposition-text-the-importance-of-internet-for-education.php>

Appendix 2: Research instrument

PRE-TEST

Read the text below and make a summary!

Why is Learning English Important?

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

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

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

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

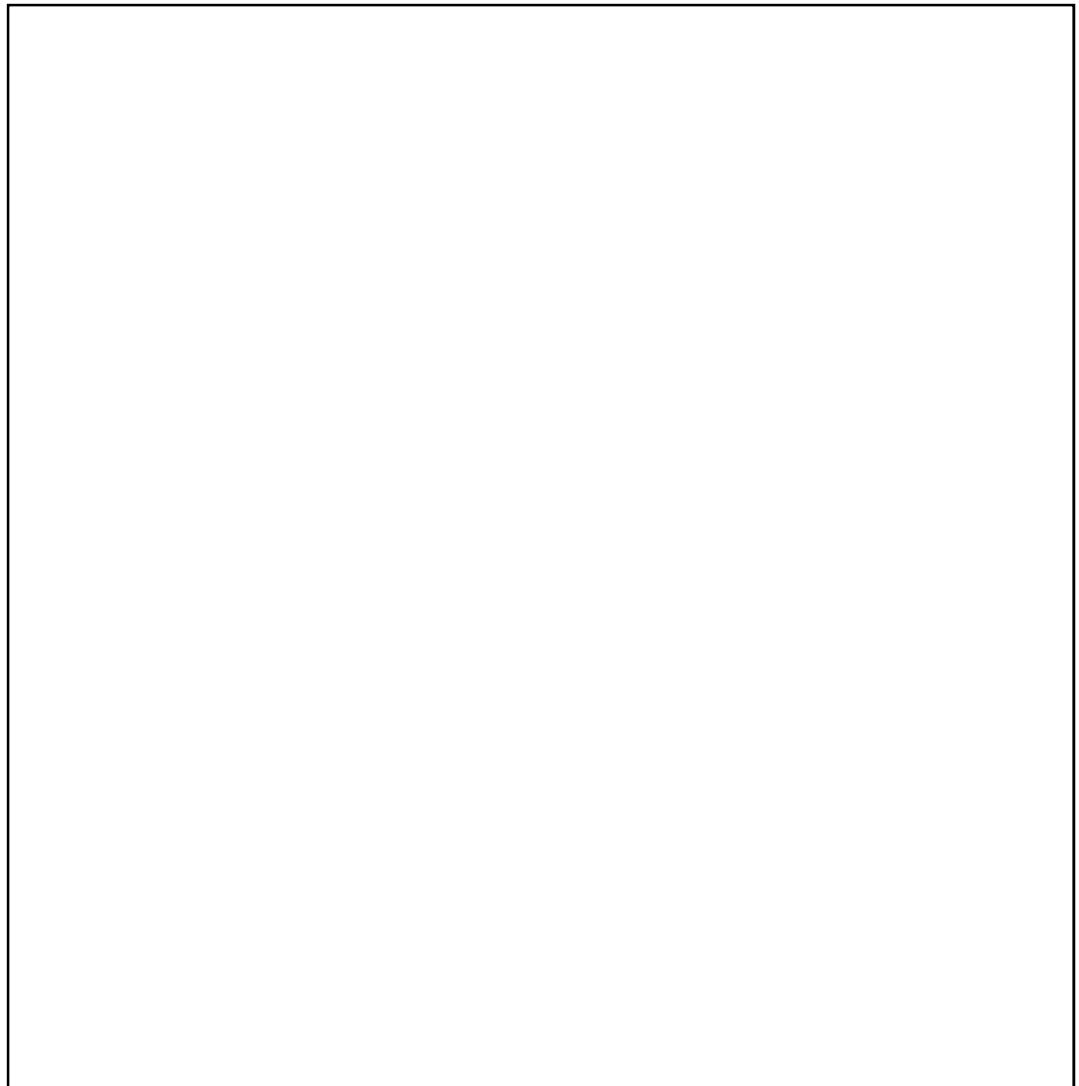
<http://britishcoourse.com/example-of-analytical-exposition-why-is-learning-english-important.php>

PRE-TEST

NAME:

CLASS:

Write a summary from the text above consist 2 or 3 paragraphs (introduction, body, conclusion).

A large, empty rectangular box with a thin black border, intended for the student to write their summary. It occupies the majority of the lower half of the page.

Post – Test

Read the text carefully and make a summary from the text!

Learning English through music

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, “the song stuck in my head” Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc.) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample. Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don’t have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution.

<http://brainly.co.id/tugas/22180542>

POST-TEST

Name:

Class:

Instruction:

- 1. Read the text carefully with the following topics: (Learning English through Music).**
- 2. Write a summary from the text.**
- 3. A summary consists of 2 or 3 paragraphs (introduction, body, and conclusion).**



Appendix 3: Pre - test and Post – test

PRE-TEST

Assessor		
	1	2
C	2	2
V	2	2
G	2	2
M	2	2
P	3	2

70

NAME: Lubna Hanum A

CLASS: XI IPA 4

Write a summary from the text above consist 2 or 3 paragraphs (introduction, body, conclusion).

Language is the mean of communication. It allows us to communicate with new people. It helps us to see things from a different perspective. The benefit is we can speak two or more language. We can go around the world with English. More language we can speak can make us believe in our own abilities.

English is used in writing & speaking by many people all over the world. English popular accents are: American English, British English, Australian English, Canadian English, and many more. But the most popular accent is British and American. Besides usage in daily interaction, English is often used in everything, such as medicine, politics, science, and many more.

Finally, the most easily seen in the importance of learning English is that most top requirement in finding job opportunities is the ability of using English. We can conclude that English is very important especially for a student like us.

PRE-TEST

Assesya		
	1	2
C	3	3
V	3	3
M	2	1
P	3	3
70		

NAME: PRAMESYA EVANTI

CLASS: XI MIPA 4

Write a summary from the text above consist 2 or 3 paragraphs (introduction, body, conclusion).

Language is the mean of communication. Mostly groups of society have their own languages. Of the many languages in the world, English is the language most widely used among the people. That is the reason why English is made an international language. Many people write besides speaking in English. In fact, the languages of the world are not only English. There are American, British, Australian and others.

English is widely used in several countries because by mastering English, we can talk to foreign tourist. Apply for job, not getting lost while on vacation to other countries, and also looking more confident. For example, when we apply for a job, the most important requirement is to be able to speak English. → active in English, not passive

Finally, we must be able to learn English: active or passive. Everyone learn English because it likes to greet the global era.

PRE-TEST

Assessor		
	1	2
C	3	3
V	2	2
B	2	2
M	2	2
I	3	3

NAME: Novita

CLASS:

Write a summary from the text above consist 2 or 3 paragraphs (introduction, body, conclusion).

Language is a tool of communication. There are many people who speak and write in English. If we want to reach our goal, we must master English, because English is an international language.

Many people speak English well. It can be their first or second language. There are several types of English such as British, American, Canadian, Australian, and so on.

Learning English is important for us to understand the other people. We also can have a better job if we can use English in this global era.



PRE-TEST

Assessor		
	1	2
C	3	3
V	3	3
G	2	2
M	2	2
P	3	3

NAME: Eva Fitriyaningsih

CLASS: XI - Mipa 4

Write a summary from the text above consist 2 or 3 paragraphs (introduction, body, conclusion).

Language is the mean communication. Language is very important, especially ^{learning} English. Because English is an international language. English is often used for work purposes ^M etc. Besides ^{PM} usage for work purposes, English is also used for leading to scientific and technical knowledge. English language ^{IS} ^G used as the first language in various countries. ^M The various names of English ^{as} like ^{accents} are British, American, Australian, and Singaporean English. Learning English is very important for job opportunities. So, ^{the} in conclusion, learning English is necessary ^{today} ^{or} because it has a lot of advantages. not only for the present time ^{but} also for the future time.

[Signature]

POST-TEST

Summary writing

Name: Lubna Haura A

Class: XI IPA 4

Instruction:

$$\begin{array}{r} C = 4 \quad 4 \\ V = 4 \quad 4 \\ E = 3 \quad 3 \\ M = 3 \quad 4 \\ P = 3 \quad 4 \\ \hline 90 \end{array}$$


1. Read the text carefully with the following topics: (Learning English through Music).
2. Write a summary from the text.
3. A summary consists of 2 or 3 paragraphs (introduction, body, and conclusion).

C = 4

Learning English through Music and songs can be very enjoyable. Songs will make it easier to learn the pronunciation of various words properly and correctly. We can learn English while we listening to music.

Firstly "the song stuck in my head" phenomenon (the echoing in our minds of the last song we heard after leaving ~~the~~ restaurant, malls, etc.) The rhythm of a song can help to remember better ~~the~~ words. We ^{will} ~~can~~ remembered for a long period of time. Learning English through music is really fun and good. Secondly songs in general also use simple conversational language. We can improve our memory.

In addition, songs are relaxing and make us peaceful when hearing the song. We can learn everything through music.



POST-TEST

Summary writing

Name: PRAMESYA EVANTI PUTRI NANDITA

Class: XI MIPA 4

Instruction:

1. Read the text carefully with the following topics: (Learning English through Music).
2. Write a summary from the text.
3. A summary consists of 2 or 3 paragraphs (introduction, body, and conclusion).

Assessor

C = 4 4

V 3 4

M 3 4

G 3 3

P 4 4

90

Learning english through Music

C=4
Learning English through music and songs can be very enjoyable. Learning English through music can help student increase ^{their} motivation, ^{for} example new vocabulary, reinforce grammar, and improve memory, among other benefits.

Lyrics from ^{Songs!} ~~music~~, playing in our heads. It is a phenomenon that is common in everyday life. ^{for example} Like when we are in shopping centers, malls, restaurant, and others.

Songs also usually use simple sentences, sometimes the sentences we encounter in our daily lives. although it is usually simple. Some songs can be quite complex syntactically, lexically and poetically. Many songs can be a good source of learning.

Songs are great source of 'real life' language, and you can use music to practice lots of different language skills. Most of all, songs are fun way to learn english. The best learning happens when we have fun. So it's really important to choose music that we like.

POST-TEST

Summary writing

Name: Eva Fitriyaningih

Class: XI - Mipa 4

Instruction:

C = 4
V = 3
G = 3
M = 3
P = 3

80

1. Read the text carefully with the following topics: (Learning English through Music).
2. Write a summary from the text.
3. A summary consists of 2 or 3 paragraphs (introduction, body, and conclusion).

Learning English through music

Learning English through music and songs can be very enjoyable. Listening to song can remember feelings faster recalled from learning by reading books. That's because not everyone likes to read books, but almost everyone like listening song.

Learning English by listening to songs is very fun and not boring, because according to psychologists, listening to songs can relieve stress. It usually the last song that we listen to is always ringing in mind. This reinforces the idea that songs work on both short and long term memories. Songs in general also use simple conversational language. Although usually simple, some songs can be quite poetically.

So we can conclude ^{that} learning English by listening to songs is very useful and fun, it I think it's also better to read a book and maybe it also faster stuck in the minds of some people.

POST-TEST

Summary writing

Name: Natisya Sabina . K.

Class: XI MIPA 4

C	4	4
V	3	3
E	3	3
M	3	3
P	3	3
		85

Instruction:

1. Read the text carefully with the following topics: (Learning English through Music).
2. Write a summary from the text.
3. A summary consists of 2 or 3 paragraphs (introduction, body, and conclusion).

Learning English through music is more preferable because you can be at ease and let your ear consume some harmony and you can also try decipher the song's meaning to continue your journey in mastering English. The cause is explained below:

Firstly, the "song stuck in my head" phenomenon, it's very pleasant, but sometimes it's a weak stimulus that we often ignore. This phenomenon could also strengthen an idea that songs affect our short- and long-term memory. Songs usually is a form of repeatable words, excluding the opening closing or bridge part, and was a modest dialogue language. It is very efficacious and very motivating than other kind of studying.

In conclusion, songs are calming. They give pleasant and new experience that is very crucial in keeping culture, religion, and patriotism, even revolution in check.



POST-TEST

Summary writing

Name: Salsabila Nur Oktavia

Class: XI MIPA 4

Instruction:

1. Read the text carefully with the following topics: (Learning English through Music).
2. Write a summary from the text.
3. A summary consists of 2 or 3 paragraphs (introduction, body, and conclusion).

Learning English through music and songs can be very enjoyable, because we can feel the same feeling and atmosphere from the songs. If we interest with some songs, so we will search the meaning of that songs, and it makes us easily in learning English. There are several reasons why learning English through music is more easily.

Firstly, we will be more often repeat the music, and it make the songs stuck in my head, that make us more quickly understood that is. Secondly, because songs use simple word and sentence, that make effective learn English.

The conclusion is, we can more relaxing and comfortable learn English with music and songs.



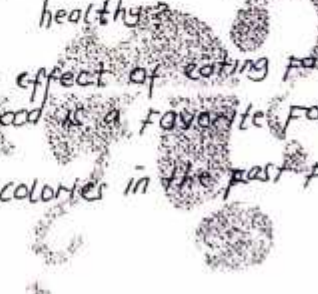
enjoy

C	4	3
V	3	2
G	3	2
M	3	3
P	3	3
<hr/>		75

father

Appendix 4: Students' Works in Fab Four Mat

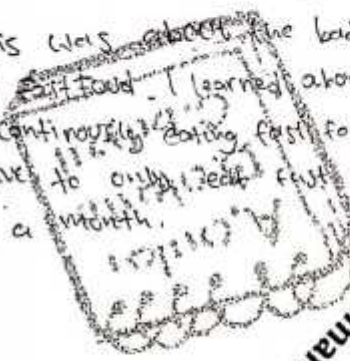
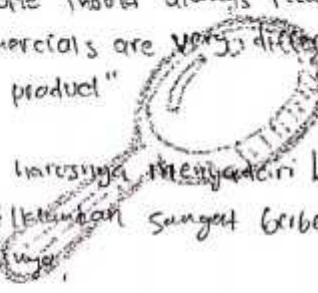


Fab Four Mat

<p>after we read above the text this was about fast food. I learned the fast food. First, the fast food is not healthy because the materials of fast food can make people obesity more than 57 calories on fast food. last, you cannot eat fast food everyday because there are many effect of fast food.</p> <p>Summarize</p>	<p>I did get :</p> <ul style="list-style-type: none"> - severely: sangat - Recognize: mengakui - Unless: kecuali <p>Clarify</p> 
<p>I think it is About Fast food</p> <p>Predict</p> 	<p>why the materials of burger isn't healthy even though all of the materials healthy?</p> <p>Question</p> <ul style="list-style-type: none"> - what is the effect of eating fast food? - why fast food is a favorite food for society? - How much calories in the fast food? 

Fab Four

Pass the mat
and take turns writing.

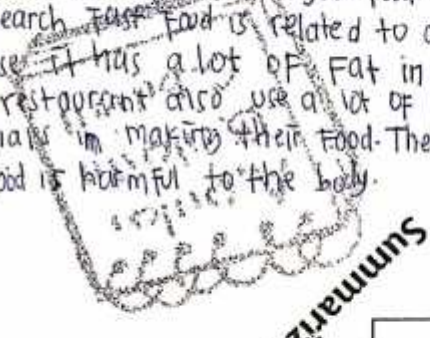



Fab Four Mat

<p>This was about the bad effects of eating fast food. I learned about how bad it is to continuously eating fast food, then you have to only eat fast food a few times a month.</p>  <p>Summarize</p>	<p>I didn't get "people should always recognize that the commercials are very different from the real product"</p> <p>"Orang-orang harusnya menyadari bahwa produk yang ditayangkan sangat berbeda dari produk aslinya."</p>  <p>Clarify</p>
<p>I think the text is talking about the bad effect of consuming fast food.</p>  <p>Predict</p>	<p>Question</p> <ul style="list-style-type: none"> - What are the bad effects from consuming fast food? - Why does American people are prone to obesity? 

Fab Four

Pass the mat and take turns writing.

Fab Four Mat

<p>4. This was about Fast Food or Junk Food. According to research, Fast Food is related to obesity because it has a lot of Fat in it. Fast Food restaurants also use a lot of bad materials in making their food. Therefore, Fast food is harmful to the body.</p> <p>Summarize</p> 	<p>3.</p> <ol style="list-style-type: none"> 1. obtained = Diperoleh 2. Heavier = lebih berat 3. often = Sering 4. recognize = Mengakui <p>Clarify</p> 
<p>1. I think I will learn about Fast Food or Junk Food.</p> <p>Predict</p> 	<p>2.</p> <p>Question</p> <ul style="list-style-type: none"> - What is the bad impact from Junk Food? - Why is Fast Food harmful to the body? 

Fab Four

Pass the mat and take turns writing.

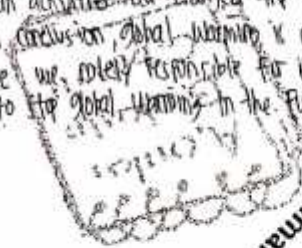



Fab Four Mat

<p>I learned about global warming. First, global warming is a serious problem about climate change. Secondly, global warming is caused by human activities. Finally, global warming is the issue for all of world and we have to take every possible action to overcome it.</p> <p>Summarize</p>	<p>- Gradual = berangsur - andur - Increase = Pertambahan / Peningkatan - Facing = Mengamuk - apparent = Jelas - acknowledging = mengakui</p> <p>Clarify</p>
<p>I think about global warming</p> <p>Predict</p>	<p>- what is the causes global warming? - what is the effect from global warming?</p> <p>Question</p>

Fab Four

Pass the mat
and take turns writing.

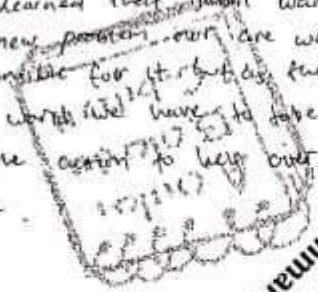

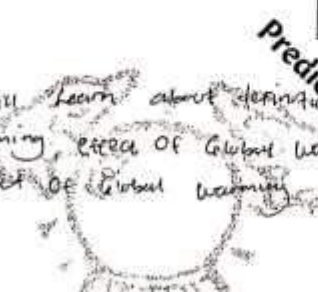

Fab Four Mat

<p>4 This was about global warming is a serious problem of our earth. The human activities have changed the atmosphere of our earth. In conclusion, global warming is not a new problem nor are we solely responsible for it. Let's save our earth to stop global warming in the future.</p>  <p>Summarize</p>	<p>3. Increase = Meningkatkan</p> <ul style="list-style-type: none"> - Acknowledging = Menyatakan - Facing = Menhadapi - Climate = Iklim - Deforestation = Pengundulan hutan - Irreversible = Tidak dapat diubah - Evidence = Bukti - Eases = Meredakan <p>Clarify</p> <p>- Thunderstorm = Badai petir</p> 
<p>1. I think global warming is a main problem of our earth. I think I will find out how to prevent global warming like save and care for our nature. I think I will learn how to save our earth to stop global warming in the future.</p>  <p>Predict</p>	<p>2. - What's the impact of global warming? - Why is global warming happens?</p>  <p>Question</p>

Fab Four

Pass the mat and take turns writing.

Fab Four Mat

<p>4. I learned that Global warming is not a new problem. we are we surely responsible for it, but as the citizens of the world we have to take every possible action to help our come this issue.</p>  <p>Summarize</p>	<p>3. I got:</p> <ul style="list-style-type: none"> - Conduct = Berayusul - anggar - Increase = peningkatan - Acknowledging = mengakui - Apparent = jelas - Deforestation = penggundahan hutan - evidence = membuktikan  <p>Clarify</p>
<p>1. I will learn about definition Global warming, Effect of Global warming and impact of Global warming.</p>  <p>Predict</p>	<p>2. Question</p> <ul style="list-style-type: none"> - What is the cause of Global warming? - What is the impact of climate change? 

Fab Four

Pass the mat and take turns writing.

Fab Four Mat

<p>I learned the school uniform is a special clothes worn by students. There are three reasons - first, the first produced by department of sociology it is a negative effect on student. Secondly uniform helps to create a sense. Lastly uniform acts as a social leveler.</p>	<ul style="list-style-type: none"> - worn = memakai - fitting = ukuran - competitive = bersaing - endlessly = terus-menerus - appearance = penampilan - pupil = murid - stigmatize = menodai - compulsory = wajib - handy = cekatan
<p>I think it is about school uniform.</p>	<p>What is the reasons of student should wear school uniform? When department of sociology produced a school uniform?</p>

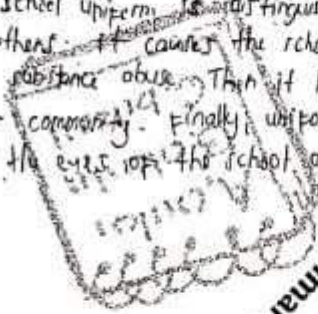


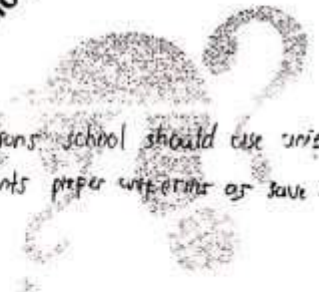
Fab Four

Pass the mat and take turns writing.

Predict

Question

Fab Four Mat

<p>school uniform is distinguishing clothes from others. If the ^{causes} the school uniform will not get substance abuse. Then it helps a sense of particular community. Finally, uniform is used equal in the eyes of the school and of each other.</p>  <p>Summarize</p>	<ul style="list-style-type: none"> - equal : sama - substance abuse : penyalahgunaan Obat-obatan - convenient : sesuai - necessary : keperluan - injury : Terbata - for instance : sebagai contoh - state : Negara bagian - ensure : menjamin - based : berdasar  <p>Clarify</p>
<p>I Think I will learn about why should school use Uniform.</p>  <p>Predict</p>	<p>Question</p> <ul style="list-style-type: none"> - How many reasons school should use uniforms? - why many parents prefer uniforms or save money? 

Fab Four
Pass the mat and take turns writing.

Fab Four Mat

<p>In Summarize the text there are 3 reasons why students should wear uniform. First, Uniforms have no direct effect on "substance abuse, behavioral problems or attendance." Second, Uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. and third, Finally, uniform acts as a social leveler, under all students are equal in the eyes of the school and of each other.</p> <p>Summarize</p>	<p>I get some unfamiliar words</p> <ul style="list-style-type: none"> - Institutions : Lembaga - Compulsory : Wajib - Overseas : Luar negri - Government : Pemerintah - Convenient : Sesuai <p>Clarify</p>
<p>Predict</p> <p>I think the text is about school uniform</p>	<p>Question</p> <ul style="list-style-type: none"> - What are the reasons of using school uniform? - What is Main Idea from the text? - What is Conclusion from the text?

Fab Four
 Pass the mat
 and take turns writing.

Appendix 5: Scoring Rubric

The scoring rubric adapted from Yamanishi et al (2019) and the mechanic category is adapted from Brown (2010:284)

Categories	Level		Criteria
Content	4	Very good	The ideas are creative and interesting, the title is correct and the arrangement story is coherence and cohesive.
	3	Good	The ideas are good and the title is appropriate but the arrangement is not connected.
	2	fair	The ideas are not related to the topic, there is lack in the title and not coherence.
	1	poor	The ideas does not reflect to the topic, the title is incorrect and not coherence.
Grammar	4	Very good	The preposition, clause, modals, articles, verbs form and tenses are correct.
	3	Good	Few grammatical or agreement inaccuracies but not effect on meaning.
	2	fair	Frequent grammatical or agreement inaccuracies.
	1	poor	Grammatical error and not understandable.
Vocabulary	4	Very good	Effective choice of words and words form. Has various idioms, expressions, and vocabularies.
	3	Good	Effective sentences but has limited vocabularies and words form.
	2	fair	Limited range confusing words and words form
	1	poor	Very poor knowledge of words, words form, and not understandable.
Mechanic	4	Very Good	Over all used punctuation, capitalization, and spelling are correct.
	3	Good	Punctuation, capitalization and spelling are quite.
	2	fair	Many punctuation, capitalization and spelling error.
	1	poor	Mechanics errors.
Paraphrase	4	Very Good	Can paraphrase 80% or more of the expressions included in the summary in one's own words
	3	Good	Can paraphrase from 50% to less 80% of the expressions included in the summary in one's own words
	2	fair	Can paraphrase only from 25% to less 50% of the expressions included in the summary in one's own words
	1	poor	Can paraphrase only less than 25% of the expressions included in the summary in one's own words

Appendix 4: The Result of Pre-Test and Post-Test

The Result Pretest and Posttest Scores

Students (n)	score		Gain (d)	Xd (d-md)	Xd2
	Pretest (x)	Posttest (y)	y-x		
Alisha Aulia R. S	50	70	20	-0.52	0.27
Azzahra R	60	60	0	-20.52	421.07
Eva Fitriyaningsih	65	80	15	-5.52	30.47
Gina Ashifa Zahra	55	75	20	-0.52	0.27
Hanif Dzulfikar	50	60	10	-10.52	110.67
Lubina Haura A	70	90	20	-0.52	0.27
Maudy Mufidah	60	80	20	-0.52	0.27
Maria Desvita Sari	70	85	15	-5.52	30.47
M Abdul Qasim	65	70	5	-15.52	240.87
M Fahrudin	50	70	20	-0.52	0.27
M Gilang Gimnastiar	55	70	15	-5.52	30.47
M Januardi	60	80	20	-0.52	0.27
Novita C	60	60	0	-20.52	421.07
Natisya Sabina K	45	85	40	19.48	379.47
Pramesya Evarianti P	70	90	20	-0.52	0.27
Putri Fazriah H	40	75	35	14.48	209.67
Putri Sakinah	40	55	15	-5.52	30.47
Regita Gita Fardani	45	70	25	4.48	20.07
Reovia Fadila Aziz	40	65	25	4.48	20.07
Rika Putri Malaika	35	55	20	-0.52	0.27
Salsabila N	40	75	35	14.48	209.67
Shafa K F	45	75	30	9.48	89.87
Siti Vanessa A	45	85	40	19.48	379.47
Syahira ZYW	45	60	15	-5.52	30.47
Sevti Prana N	40	70	30	9.48	89.87
Syafina Esteva H	70	70	0	-20.52	421.07
Syifa Fadilla A	50	75	25	4.48	20.07
Wianda Aghnia S H	45	70	25	4.48	20.07
Dera	40	75	35	14.48	209.67
N= 29	1.505	2.100	595		3.417

Appendix 7: The Calculation of Frequency Distribution

The Calculation of frequency distribution of pre -test

No	Class interval	Class boundary	Midpoint	F absolute	F relative (%)
1	35 – 40	34.5 - 40.5	37.5	7	24%
2	41 – 46	40.5 - 46.5	43.5	6	21%
3	47 – 52	46.5 - 52.5	49.5	5	17%
4	53 – 58	52.5 - 58.5	55.5	2	7%
5	59 – 64	58.5 - 64.5	61.5	4	14%
6	65 – 70	64.5 - 70.5	67.5	5	17%
TOTAL				N= 29	100%

1. Score: max 70
 min 35
 35,40,40,40,40, 40, 40, 45, 45, 45, 45, 45, 45, 50, 50, 50,
 50, 50, 55, 55, 60, 60, 60, 60, 65, 70, 70, 70, 70.

2. Range: R = max – min score
 = 70-35
 = 35

3. Total interval class: $K = 1 + (3.3) \log n$
 = $1 + (3.3) \log 29$
 = $1 + (3.3) 1.5$
 = $1 + 5$
 = 6

4. Length of interval: $P = R: K$
 = $35: 6$
 = 5,83
 = 6

The Calculation of frequency distribution of pre -test

No	Class interval	Class boundary	Midpoint	F absolute	F relative (%)
1	55 – 60	54.5 - 60.5	57.5	6	21%
2	61 – 66	60.5 - 66.5	63.5	1	3%
3	67 – 72	66.5 - 72.5	69.5	8	28%
4	73 – 78	72.5 - 78.5	75.5	6	21%
5	79 – 84	78.5 - 84.5	81.5	3	10%
6	85 – 90	84.5 - 90.5	87.5	5	17%
TOTAL				N= 29	100%

1. Score: max 90
 min 55
 55, 55, 60, 60, 60, 60, 65, 70, 70, 70, 70, 70, 70, 70, 70,
 75, 75, 75, 75, 75, 75, 80, 80, 80, 85, 85, 85, 90, 90.

2. Range: R= max – min score
 = 90- 55
 = 35

3. Total interval class: $K = 1 + (3.3) \log n$
 = $1 + (3.3) \log 29$
 = $1 + (3.3) 1.5$
 = $1 + 5$
 = 6

4. Length of interval: P= R: K
 = 35: 6
 = 5,83
 =6

Appendix 8: T - table

Lampiran VII.1.

Nukilan Tabel Nilai "t" Untuk Berbagai df.*

df atau db	Harga Kritik "t" Pada Taraf Signifikansi:	
	5%	1%
1	12,71	63,66
2	4,30	9,92
3	3,18	5,84
4	2,78	4,60
5	2,57	4,03
6	2,45	3,71
7	2,36	3,50
8	2,31	3,36
9	2,26	3,25
10	2,23	3,17
11	2,20	3,11
12	2,18	3,06
13	2,16	3,01
14	2,14	2,98
15	2,13	2,95
16	2,12	2,92
17	2,11	2,90
18	2,10	2,88
19	2,09	2,86
20	2,09	2,84
21	2,08	2,83
22	2,07	2,82
23	2,07	2,81
24	2,06	2,80
25	2,06	2,79

*Dinukil dari: Henry E. Garrett, *Op. cit.*, hlm. 427, dengan catatan bahwa yang dinukil di sini hanya Harga Kritik "t" pada taraf signifikansi 5% dan 1%.

Sambungan dari Lampiran VII.1.

df atau db	Harga Kritik "t" Pada Taraf Signifikansi:	
	5%	1%
26	2,06	2,78
27	2,05	2,77
28	2,05	2,76
29	2,04	2,76
30	2,04	2,75
35	2,03	2,72
40	2,02	2,71
45	2,02	2,69
50	2,01	2,68
60	2,00	2,65
70	2,00	2,65
80	1,99	2,64
90	1,99	2,63
100	1,98	2,63
125	1,98	2,62
150	1,98	2,61
200	1,97	2,60
300	1,97	2,59
400	1,97	2,59
500	1,96	2,59
1000	1,96	2,58

*Dinukil dari: Henry E. Garrett, *Op. cit.*, hlm. 427, dengan catatan bahwa yang dinukil di sini hanya Harga Kritik "t" pada taraf signifikansi 5% dan 1%.

Appendix 9: Validasi Instrument

LEMBAR VALIDASI INSTRUMEN

Yth. Bapak/Ibu

Saya Wida Maulidda, mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pakuan, sedang melakukan penelitian berjudul *“The Use of Reciprocal Teaching Technique on Students’ Ability to Write a Summary Essay”*.

Berikut terlampir instrumen penilaian yang akan digunakan untuk menilai instrumen mengenai kesulitan siswa dalam membuat *Summary Essay*. Saya berharap Bapak/Ibu memberikan penilaian untuk mengetahui validitas dari instrumen tersebut.

Berilah tanda () pada kolom yang tersedia pada aspek penilaian instrumen dengan kategori sebagai berikut:

1 = Sangat Tidak Sesuai

2 = Tidak Sesuai

3 = Sesuai

4 = Sangat Sesuai

No.	Aspek Penilaian	Nilai			
		1	2	3	4
1.	Kesesuaian materi yang diberikan terhadap tingkat pendidikan siswa.				✓

2.	Kesesuaian topik yang diberikan terhadap kemampuan siswa.				✓
3.	Kesesuaian instruksi yang diberikan terhadap pemahaman siswa..			✓	
4.	Kesesuaian isi tes yang diberikan dengan indikator pencapaian kompetensi yang terdapat pada RPP			✓	
5.	Kesesuaian komponen penilaian menulis dengan tes yang diberikan.			✓	

Penilai,



R. Dadang Ari, S.S

11-02-2020

Appendix 10: Sk Bimbingan



UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Bermutu dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN
NOMOR: 97/SK/D/FKIP/VI/2020

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang :
1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
 2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
 3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
 4. Ujian Sarjana harus terselenggara dengan baik.

- Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
 2. Peraturan Pemerintah Nomor 32 Tahun 2013 merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
 3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
 4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
 5. Keputusan Rektor Universitas Pakuan Nomor 67/KEP/REK/VIII/2015, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2015-2020 di Lingkungan Universitas Pakuan.

- Memperhatikan :
- Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

- Menetapkan
Pertama :

- Mengangkat Saudara:
1. Dr. Entis Sutisna, M.Pd.
 2. Asih Wahyuni, M.Pd.

sebagai pembimbing dari :

Nama : Wida Maulidha
NPM : 031114034
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of Reciprocal Teaching Technique on Students' Ability to Write A Summary Essay

- Kedua :
- Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

- Ketiga :
- Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 8 Juli 2020
Dekan

Dr. Deddy Sofyan, M.Pd.
NIP. 19560108 198601 1 001

Tembusan:

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan
3. Kepala BAAK/BAUm Universitas Pakuan
4. Para Dekan Fakultas di Lingkungan Universitas Pakuan

Appendix 11: Surat Izin Penelitian



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 291/WADEK I/FKIP/II/2020

03 Februari 2020

Perihal : Izin Penelitian

Yth. Kepala SMA Rimba Madya
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Wida Maulidda
NPM : 031114034
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 10 Februari s.d 10 April 2020 mengenai: THE USE OF RECIPROCAL TEACHING TECHNIQUE ON STUDENTS' ABILITY TO WRITE A SUMMARY

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan

Wakil Dekan

Bidang Akademik,


Dr. Entis Sutisha, M. Pd.
NIK : 1.1101 033 404

Appendix 12: Surat Keterangan Telah Melaksanakan Penelitian Skripsi



**YAYASAN BINA WANA KENCANA
SMA RIMBA MADYA BOGOR
TERAKREDITASI "A"**

NSS / NIS / NSM : 304020501003 / B.05014001 NPSN : 20220344

Website : www.smarimbamadya.wordpress.com Email : rimbamadya@gmail.com

Jalan Rimba Mulya II Pasir Mulya Kec. Bogor Barat Telp/Fax. (0251) 633155 Kota Bogor

SURAT KETERANGAN PENELITIAN

Nomor : 186/420.422-SMA.RM/II/O/2020

Yang bertanda tangan di bawah ini Kepala SMA Rimba Madya Bogor, menerangkan dengan sesungguhnya bahwa :

N a m a : **Wida Maulidda**
Tempat tanggal lahir : **Bogor, 3 Agustus 1996**
NPM : **031114034**
Jurusan : **Pendidikan Bahasa Inggris, Universitas Pakuan Bogor**

Telah melaksanakan Penelitian/Riset di SMA Rimba Madya Bogor, dengan judul
" **THE USE OF RECIPROCAL TEACHING TECHNIQUE ON STUDENTS' ABILITY
TO WRITE A SUMMARY** " pada tanggal 11 Februari s.d 10 Maret 2020, dengan Hasil
Baik.

Demikian surat keterangan ini kami berikan, agar dipergunakan sebagaimana mestinya.

Bogor, 20 Februari 2020

Kepala Sekolah,



A. Hyagus Solfana

Appendix 13: Buku Bimbingan

IDENTITAS MAHASISWA

Nama Mahasiswa : Wida Maulida
Alamat : Jl. Sindang Sari Rt 05
Rw 07 No 1A
Tempat, Tgl Lahir : Bogor, 03 Agustus 1996
NPM : 031114039
Program Studi : Pendidikan Bahasa Inggris
Tahun Masuk/Angkatan : 2014
Judul Skripsi : The use of Reciprocal
teaching technique on students' Ability
to write a summary essay.
Pembimbing/Promotor : 1. Dr. Entis Sutisna, M.Pd.
2. Asih Wahyuni, M.Pd.

Bogor, 20.....

Ketua Program Studi,

ETIKA PENULISAN SKRIPSI

Etika dan norma yang harus diperhatikan peneliti antara lain:

1. Berperannya sebagai ilmuan di masyarakat.
2. Proses, hasil dan produk dari laporan hasil penelitiannya akan dibaca oleh banyak orang termasuk masyarakat akademis.
- Tidak melakukan pencurian ide orang lain yang disebut plagiarisme yaitu mengutip tanpa menunjukan sumbernya.
- Tidak mengubah informasi responden dengan pengubahan yang berbeda atau bertolak belakang.
- Tidak mengganti angka-angka hasil penelitian di dalam tabulasi data atau membuat data sendiri.
- Tidak berbohong tentang metodologi yang dipergunakan dalam penelitian.
- Tidak mengklaim penelitian orang lain.
- Tidak memaksakan kehendak agar responden memberikan informasi kepadanya.

Tanggal	Bab	Catatan Pembimbing	Paraf
Sept '18	I	- revisi - Back ground : - issue - Theory - Evidence - gap	Asting
	I	- revisi reason for choosing the topic - revisi research question	Asting
17 Sept '18	I	Diskusi BAB I	Asting

Tanggal	Bab	Catatan Pembimbing	Paraf
19 Sept '16	I	- ganti judul, - perdalam di limitation	<i>[Signature]</i>
23/11/15	I	Revisi Revisi	<i>[Signature]</i>

Tanggal	Bab	Catatan Pembimbing	Paraf
21/11/15	I	Revisi	<i>[Signature]</i>
30/11/15	I	Revisi Background of study / Bab I	<i>[Signature]</i>
21/11/15	I	Revisi Background of study & Reason of choosing the topic	<i>[Signature]</i>
25/11/15	I	- Reconstruct sentence - check grammar	<i>[Signature]</i>
18/11/15	I	- konsultasi penulisan Bab 2	<i>[Signature]</i>

Tanggal	Bab	Catatan Pembimbing	Paraf
20/19 12/03	I	- perbaiki di limitation - revisi operational definition - Revisi research significance	np
	I	- Approved Bab 1	np
9/19 14/4	I	22 next chapter	1/2



Tanggal	Bab	Catatan Pembimbing	Paraf
30/19 19/19	II	revisi synthesis	1/2
32/19 19/19	II	Revisi perbaikan content bab 2	
20/19 11/11	II	Revisi	1/2
21/19 11/11	II	- Revisi Definition Reading, writing, integrated reading and writing, Perbaikan kalimat yang jumping idea - Babak principle of integrated reading and writing mengadi tahun + 2000	1/2

Tanggal	Bab	Catatan Pembimbing	Paraf
22/11	II	next chapter	f
28/11	II	Diskusi revisi Reciprocal technique, analytical exration text, and related research.	mp

Tanggal	Bab	Catatan Pembimbing	Paraf
4/12	III	Revisi	f
05/12	III	revisi bab 2 dan Bab 3	mp
05/12	III	diskusi revisi bab 2 & diskusi bab 3	f

Tanggal	Bab	Catatan Pembimbing	Paraf
16/12	I	paper le. stage 1 1 - III	f
16/12	II	- Perbaiki grammar - tambahkan reason di purposive sampling	
23/12	III	- accepted bab 3 stage 2 - perbaiki intruksi soal di pretest, post-test - perbaiki isi teks di pre test post test	f

Tanggal	Bab	Catatan Pembimbing	Paraf
2/1-2020		Finalisasi proposal	f
6/1	20	proposal stage sampling	f

Tanggal	Bab	Catatan Pembimbing	Paraf
16-1-19	1-3	Konsultasi Pasca SP	
20/1	1-3	Verifikasi	

Tanggal	Bab	Catatan Pembimbing	Paraf
03/20 10/2		Konsultasi Judul	
06/20 02		- Konsultasi Skoring rubrik - Konsultasi penilaian	
13/20 09	IV	- perbaiki tidak perlu memasukkan the result Pretest- and Post-tes. - perbaiki, gunakan Histogram / Poligon - pada table of frequency dimulai dari kelipatan 0,25 6,0 ... - perbaiki deskripsi hasil t-test - perbaiki discussion	

Tanggal	Bab	Catatan Pembimbing	Paraf
18/20 09	4	<ul style="list-style-type: none"> - tidak perlu memasukkan tabel nilai di bab 4 - masukkan di appendix - kelaskan per-test - pergunakan polygon - rekonstruksi Description of post test scores 	
5/20 06		- perbaiki description of pre test	
16/20 06		<ul style="list-style-type: none"> - perbaiki description of post test - perbaiki mean of Gain 	
29/20 06		- perbaiki discussion	
29/20 06		- accepted bab 4	

Tanggal	Bab	Catatan Pembimbing	Paraf
10/20 06		<ul style="list-style-type: none"> - perbaiki grammar di bab 5 - tambah teori di bab 4 bagian discussion. 	
11/20 07	V	<ul style="list-style-type: none"> - perhatikan grammar coherence & cohesion - reconstruct idea 	
16/20 07		<ul style="list-style-type: none"> - perbaiki grammar - Approved chapter 5 	

Tanggal	Bab	Catatan Pembimbing	Paraf
23/20 07		Revisi Abstrak - tambahkan jumlah Sample yang mendapat nilai dan diikut presentasi	
25/20 07	Sidang	1td approval sheet	