

THE EFFECTIVENESS OF USING RECIPROCAL TEACHING TECHNIQUE IN TEACHING DESCRIPTIVE TEXT AT SECOND GRADE ENGLISH DEPARTMENT

Kinanatul Fajariyah and Evha Nazalatus S, S.Pd, M.Pd
Program Studi Pendidikan Bahasa Inggris, Universitas Madura
Email: kinanatul@gmail.com

Abstract:

English is very important for communication. People can express their ideas to communicate. Communication speaks with others. It means that language should be learned by people around the world. Reading is one of the daily activities in human life. Teaching reading English can improve the other skills especially for listening, writing, and speaking. The purpose of reading is to help the reader comprehend the text. In addition, reading gives someone for information and for pleasure. This study is aimed at finding is the effectiveness of using Reciprocal Teaching in teaching descriptive text at the second grade English Department of Madura University in the academic year of 2020/2021. Reciprocal Teaching has four techniques. They are predicting, questioning, clarifying, And summarizing. The researcher used quantitative research, one group pre-test post-test . The population of this research is all students of the English department Of Madura University. The sample was one class; the Second grade of the English department. To analyzing the data, the researcher used SPSS V.16. This research was conducted by giving a pre-test, applying an experiment using reciprocal teaching, and giving a post-test. The data were analyzed using the t-test formula to determine the effectiveness of using reciprocal teaching. The results showed that the average value of the pre-test was 47.4 then after being given the reciprocal teaching technique, the students were given a post-test with an average score of 89.9. The value of the Normality test using the reciprocal teaching technique is $0.795 > 0.05$ (Asymp. Sig. (2tailed)). Then, for the significant homogeneity test $0.205 > 0.05$ (Asymp. Sig. (2tailed)). Then, for the Hypothesis Test value of $(0.000) < 0.005$ (Asymp. Sig. (2tailed)) So there is a significant difference between learning descriptive text not using reciprocal teaching technique and descriptive text learning using a reciprocal teaching technique.

Keywords: Effectiveness, Reciprocal Teaching, Descriptive Text.

A. Introduction

Language is very important in life because it is used as a means of communication in human communities. People can express their idea, thoughts, and feelings. People all over the world speak many languages, one of which is English.

English is the Global language for communicating with other because most people in the world communicate in English (Crystal, D, 2003a:109) Therefore, English is very important for learning. In Indonesia, English is regarded as the first compulsory foreign language as one of the compulsory courses from elementary school to high school. This policy made the Indonesian government aware of the importance of English as the international language.

Many students in Indonesia think that reading English text is a tedious activity because they must know the meaning of words or sentences. it

means they must open the dictionary to find out the meaning one by one. In reading activities, students are not only required to know the meaning of words but also to understand all the information in the text. Although to find out all the information in the textbook, students should know the meaning of these words, but if students face the situation of having to open the dictionary frequently, they will get bored. The reason for reading is ultimately inclined to read rather than read to learn. In this case, teachers should try to encourage students to read and develop skills aimed at improving their reading ability.

Moreover, teachers should have various kinds of teaching technique to make the reading class more interesting and make the students enjoyable more to read. According to Nuttall (2000: 31) The aim of reading program is to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic text, at the appropriate speed, silently with adequate understanding.

So if the students reading ability is well that could make the students become good readers so the students are easy to understand the text Therefore, the ability to read the kind of texts gives great advantages to the reader.

In this research, the students in the second grade english department madura University faced the steps that applied whether in the group or individual task. The students not only guessed about the meaning or answered some questions related to the text but also comprehended the whole content of the text and conveyed the information. They were roled as a teacher and the teacher roled as a facilitator who gave feedback. This technique made the students confident to convey what they got in every step. The students were created as independent students because they should comprehend the text well whether in the group or individual task. Descriptive text is chosen as a text that is used in this research because this text learned in the second-semester student course, namely reading for daily routine. According to Zumarkhin (2005:5), descriptive text is to describe something, such as people, things, and animals. Descriptive text is very important for us when the students want to describe about something.

Based on the description above, the researcher is interested in seeing the effectiveness of using reciprocal teaching because this technique is one of the techniques that is easily applied by students in learning to read the descriptive text in second grade english department of Madura University in the academic year 2020/2021. which was implemented in June using a multiple-choice test where the test scores were the reference or the most effective way to use the reciprocal teaching technique in learning to read descriptive texts. The researcher chose grade 2 as the research object because they still did not understand how to understand the text in reading comprehension learning. In this study, the researcher chose descriptive text because descriptive text learned in the second-semester student course, namely reading for daily routine. This research was conducted at Madura University because Covid'19 Conditions that make the research impossible to carry out research in the school. Currently, The researcher only used one group. This research only compares the results of the Pre-test and Post-test in the one group.

The study is “The Effectiveness of Using Reciprocal Technique on Students Reading Ability of

Narrative Text (A Quasi-Experimental at the Eleventh Grade Students of SMA N 90 Jakarta in the Academic Year of 2013/2014)” written by Ika Fhatma Sari (2014). The research was taken by using simple random sampling. Moreover, this research was conducted through the following procedures: giving pre-test, applying treatments and giving post-test. Data analyzed here Research is collected through tests, and after getting scores from the tests, Use the statistical data of T-test for analysis and processing Use SPSS formula. Research results prove existence Differences between students' reading ability scores The narrative text uses reciprocal teaching technique instead of reciprocal technique can be seen from the results of statistical calculations The average score of the experimental class is 82,77, and The control score obtained is 97,25. in conclusion, Reciprocal technique can be effectively used to teach students' reading ability. SMAN 90 Jakarta grade 11 students' narrative text.

Based on previous research, the researcher gets inspiration and consideration to conduct this research. The previous focus above was on the effectiveness of reciprocal technique strategies in learning to read narrative texts. Whereas in this study, the researcher focused on the effectiveness of using reciprocal teaching in teaching to read the descriptive text, so, there are differences and similarities between the two of them with this study. The difference lies in the text genre and the sampling technique. The similarity between the previous study and this research is the research method that was examined and giving treatment to the subject starting with giving a pre-test then giving treatment to students and continuing with giving a post-test to find out whether it is following the hypothesis or not.

RESEARCH METHOD

Research Design

This research was carried out by applying a quantitative approach with experimental research. There are two variables: The independent variable is teaching reading using reciprocal teaching technique. The dependent variable is teaching reading descriptive text. The design of the study can be seen in the following table.

Table 3.1

Pretest	Treatment	Postest
O ₁	X	O ₂

Experimental research procedures using one group Pretest Posttest design:

1. The researcher was conducted a pre-test to measure the second-grade english department of Madura University in the academic year of 2020/2021
2. The researcher was applied the experiment in teaching reading descriptive text by using the reciprocal teaching technique as a technique.
3. The researcher was conducted a post-test to measure the reading Understanding of second-grade english department of Madura University in the academic year of 2020/2021

Population and Sample.

The population of this research all student of english department Of Madura University academic year 2020/2021. In this research, the researcher have took one class as the sample. The Researcher have took 1 class out of 4 as samples because the quality between classes is the same.

Validity

In this study, the researcher was used content validity. The following is the validity of the reading test according to Brown (2007:367) : Discriminate among the distinctive graphemes and orthographic patterns of English, Retain chunks of the language of different lengths in short-term memory, Process writing at an efficient rate of speed to suit the purpose, Recognize a core of words, and interpret word order patterns and their significance, Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms, Recognize that a particular meaning may be expressed in different grammatical forms, Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

Reliability

The reliability of the research is Test-Retest Reliability that has the correlation between two successive measurements with the same test. By giving the same test with different techniques and times to students. Tes-Retest reliability is The

administration of the same instrument to the same subjects two or more times. The reliability test in this study were used the Alpha formula Cronbach is the formula used to calculate scaled data graded. Which only has one correct answer, for example, multiple-choice test. The instrument is considered reliable or not reliable:

1. If r calculated $>$ r table at the significance of 0.05 it means the instrument is reliable.
2. If r calculated $<$ r table at the significance of 0,05 it means the instrument is not reliable.

Technique of collecting Data

Data collection techniques are a way to collect data to answer the formulation of research problems. The data collection technique in this study was a test. The procedure for collecting data in this study is as follows:

1. The researcher classifies the samples into one class
2. Carry out the pretest to determine the ability of students in understanding descriptive text
3. Use of reciprocal teaching technique
 - a. Researchers made 4-5 groups
 - b. In one group there were students who read descriptive texts
 - c. Other students are paying attention
 - d. Students predict the contents of the descriptive text
 - e. Students ask members who read the text
 - f. Students clarify the contents of the descriptive text
 - g. Students make conclusions from descriptive texts
4. Giving a post test to find out how students understand the descriptive text after reciprocal teaching.

In this study, the researcher was used the achievement test and the test is 25 multiple-choice tests as the instrument test. The Researcher used multiple-choice tests because it is easy to correct, correction time is faster, covering a wider range of material. Easy to analyze questions. Can reach more material/competencies to be measured. More efficient in assessing The question grid identified information in the descriptive text and found out the meaning of the text. there is one instruction in each test. descriptive text reading test material. The test instructions for both classes were the same as for the experimental group and the control group. The test will be intended to find out how effective the use of reciprocal teaching was in teaching reading comprehension of descriptive texts. To get a test score, the researcher assigns a point for each question number. For the correct answer, 4 points will be given and for the wrong answer will be given 0.

Table 3.5
Range of students score Descriptive text.

Score	Category
90 – 100	Very high
80 – 89	High
70 – 79	Medium
60 – 69	Low
0 – 59	Very low

To analyze the data, the writer followed some statistical techniques, as following:

- A. Scoring the students’ multiple choices answer.
- B. Tabulating pre-test scores and post-test scores.
- C. Finding frequency and normality of the test by using SPSS Version 16.0 for Windows.
- D. Finding the mean of pre-test and post-test by means of formula
- E. Homogeneity Test of Variance.

Normality test

Normality test aims to find out what everything is investigated to have a normal distribution or not. This normality test using the Kolmogorov-Smirnov statistical technique (K-S test). Interpretation the results of the normality test by looking at the Asymp value. Sig. (2tailed). As for the interpretation of the normality test is as follows:

1. If the value of *Asymp. Sig. (2tailed)* greater than Alpha level of 5% (*Asymp. Sig. (2tailed)* > 0.05) it can be concluded that the data comes from of a normally distributed population.
2. If the value of *Asymp. Sig. (2tailed)* less than Alpha level 5% (*Asymp. Sig. (2tailed)* <0.05) it can be concluded that the data comes from of the population with an abnormal distribution.

The homogeneity test aims to determine whether the sample is taken from the population has the same variant or does not show significant

differences from each other. To study homogeneity the variance needs to be done a statistical test (test of variance) on the distribution of scores the groups concerned.

The results of the calculation are then consulted with the F value table. If $F_h < Asymp. Sig. (2tailed)$, it can be stated that the one groups of samples have no significant or homogeneous variants. F_h is F obtained from the calculation results and F_t is the value obtained from the table. While the significant level is set at 5% with degrees of freedom (db) = (n1-1). The entire calculation process was carried out using the SPSS 16 series program computer.

Hypothesis testing

The data analysis technique used in this experimental research is the t-test or t-test data analysis. The data analyzed through the t-test were in the form of numbers. This technique aims to determine the difference in score actualization between students before being treat with the reciprocal teaching technique and students after being treat with the reciprocal teaching technique . The t test formula is as follows:

The criteria for determining a hypothesis test are as follows:

- Ho : There is no significant difference between the students who are taught by using the Reciprocal Teaching technique and those who are not taught by Using the Reciprocal Teaching technique.
- Ha : There is a significant difference between the students who are taught by using the Reciprocal Teaching technique and those who are not taught by Using the Reciprocal Teaching technique.

The decision making criteria are as follows :

- If sig > 0,05 , HO is Accepted
- If Sig < 0,05 , HO is Rejected

RESULT AND DISCUSSION

Result

Pre-test

The criteria for completeness of the test results of second-semester students in learning descriptive text must get a score of 70. So the test results without using the reciprocal teaching technique can be grouped into two categories capable and unable. So that we get two percentage frequency values as shown in the following table 4.6 :

Table Distribution and percentage criteria of students Score

No .	Score	category	frequency	Percentage(%)
	>70	Capable	1	2,9%
	<70	Incapable	34	97,1%
Total			35	100%

Based on the table above, it can be seen that the frequency and percentage of the ability to read descriptive texts without using reciprocal teaching technique students in semester 2 of the Madura University English Education Study Program are one person from the number of students who scored > 70 (2.9%) while the students who received scores < 70 are 34 students (97.2%) of all sample sizes. Based on the description above, it can be concluded that only one student achieved the minimum completeness criteria while the remaining one was said to be unable.

Post test

The criteria for completeness of the test results of second-semester students in learning descriptive text must get a score of 70. So the test results without using the reciprocal teaching technique can be grouped into two categories capable and unable. So that we get two percentage frequency values as shown in the following table :

Table Distribution and percentage criteria of students Score of post test reading descriptive text using reciprocal teaching technique.

No .	Score	category	frequency	Percentage(%)
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	>70	Capable	35	100%
	<70	Incapable	-	-
Total			35	100%

Based on the table above, it can be seen that the frequency and percentage of the ability to read descriptive texts using reciprocal teaching technique students in semester 2 of the Madura University English Education Study Program are one person from the number of students who scored > 70 (100%) while the students who received scores < 70 are Nothing student of all sample sizes. Based on the description above, it can be concluded that all students who achieved the minimum score (70) and none were unable.

Hypothesis testing

After considering the characteristics of the variables that have been studied and the analysis requirements, then testing the hypothesis is performed, for the purposes of the hypothesis used inferential statistics with the help of the SPSS program, namely the t test, in this case (paired t test or paired sample). The criteria for determining a hypothesis are as follows:

Ho : If Sig > 0.05, it means there is no significant difference between the students who are taught by using the Reciprocal Teaching technique and those who are not taught by Using the Reciprocal Teaching technique.

Ha : If Sig < 0.05 , it means that there is a significant difference between the students who are taught by using the Reciprocal Teaching technique and those who are not taught by Using the Reciprocal Teaching technique.

To test the hypothesis, the step taken is to analyze the results of the t test while the results of the t test can be seen in table below:

**Table
Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	1.640	.205	-17.693	68	.000	-42.17143	2.38354	46.92770	-37.41515
	Equal variances not assumed			-17.693	62.799	.000	-42.17143	2.38354	46.93485	-37.40801

From the table above, the value of Asymp is obtained. Sig. (2tailed) (0.000) < 0.005. So there is a significant difference between the students who are taught by using the Reciprocal Teaching technique and those who are not taught by Using the Reciprocal Teaching technique.

Discussion

According to Palincsar and Brown in Vafakhah (2013: 149), Reciprocal Teaching an instructional style that was originally developed for struggling readers. It is in a category called interactive learning. Interactive learning is a style in which teacher sand students take turns sharing information and leading discussion. This style shows students how professionals work together, learn, and understand. Reciprocal Teaching prepares students to interact in the world outside of school.

According to Lory & oczkus (2010:20). There are 4 step in reciprocal teaching techique : Predicting, Questioning, Clarifying, Summarizing. So, The researcher uses 4 steps in this experiment. Based on the exposure of the results of the research data above, it can be described in detail the effectiveness of teaching reading descriptive texts for

second-semester students of the English Education Study Program at the University of Madura.

Based on the results of the descriptive analysis, the general description of the descriptive reading learning outcomes without using reciprocal teaching techniques or pre-test tends to be below. Based on the table above, it can be seen that the frequency and percentage of the ability to read descriptive texts without using reciprocal teaching technique students in semester 2 of the Madura University English Education Study Program are one person from the number of students who scored > 70 (2.9%) while the students who received scores < 70 are 34 students (97.2%) of all sample sizes. In this Pre-Test activity, students have not been able to understand the descriptive text well because the teacher only seems to give conventional reading techniques so that students look bored and not enthusiastic in reading descriptive text when learning reading comprehension. So that when the reading test is held, it can be seen from the results that students have not been able to understand well the contents of the descriptive text and are even more likely to be lazy to read because they do not understand the content of the text. because they are not used to reading descriptive text.

Teaching descriptive text in post-test using reciprocal teaching technique is effective compared to the pre-test. It can be seen that the frequency and percentage of the ability to read descriptive texts using reciprocal teaching technique students in semester 2 of the Madura University English Education Study Program are one person from the number of students who scored > 70 (100%) while the students who received scores < 70 are Nothing student of all sample sizes. Based on the description above, it can be concluded that all students who achieved the minimum score (70) and none were unable. The teaching carried out by post-test is carried out with interactive learning through discussions that attract students' attention and interest in learning, when the discussion activities take place students seem more enthusiastic. In general, students can understand descriptive texts during the discussion, so that they better understand descriptive texts. Even though students still have problems with vocabulary aspects, mastery of understanding descriptive text through post-test results, the reciprocal teaching technique is effective.

The use of reciprocal teaching techniques in descriptive text learning is very helpful for students in understanding the text content in descriptive text learning. This makes the student's acquisition value increase. As explained above about learning techniques without using reciprocal teaching techniques, there are several problems when discussions or giving reciprocal teaching techniques take place. The most basic thing is that there are several groups of students who are not serious during the discussion. but more students are very enthusiastic because learning using reciprocal teaching is very interesting for students to understand descriptive texts in learning reading comprehension. Students prefer to discuss with their friends because it will make it easier for them to understand descriptive texts. Therefore, the use of this reciprocal teaching technique in learning to read descriptive text can be said to be effective. The success of learning is supported by the latent creativity of students which makes it easier for students to understand descriptive texts, besides that reciprocal teaching techniques have a positive impact on students, namely; the courage to argue and speak in front of the class, develop student creativity, foster cooperation between students. According To El-Koumy (2016;125) The advantages of this method include: building students' comprehension skills through the

use of cognitive strategies, integrating language skills, developing students' social skills, developing students' sociolinguistic competence and improving their oral language skills, and allowing the teacher to assess students in a non-threatening atmosphere.

The results of inferential statistical analysis showed that the results of the inferential analysis of the t-test type showed that the significance value of 0.000 was less than the significance of 0.05 ($0.000 < 0.05$), so the hypothesis (H_a) in this study was declared acceptable. This means that the variable of using reciprocal teaching techniques affects student learning outcomes. There is a significant influence between the ability to read the descriptive text before using reciprocal teaching and after using reciprocal teaching technique on second-semester students of the English education study program at the University of Madura using the reciprocal teaching technique, so that students become more active, dare to speak and be independent in learning to understand descriptive texts.

CONCLUSION AND SUGGESTION

Conclusion

The reciprocal technique is one of the alternative solutions that the teacher can use to teach the reading ability of descriptive text to their students. It makes students have a responsibility to mastery their material to share their understanding about the text with each other to get the comprehension from the text.

According to the statistical calculation which has been analyzed the research in research finding it can be concluded that the use of the reciprocal technique was effective on students reading ability of descriptive text It Average to be seen from the differences of average score between pre-test dan post-test before using reciprocal technique and after using the reciprocal technique.

The students' reading ability before using the reciprocal teaching technique in the second-semester students of the Madura University English Education Study Program is generally categorized as very low. This is evidenced by students who achieve moderate grades achieved by 1 student (2.9%) low clarification is achieved by 5 students (14.3%), while very low clarification is obtained by 29 students (82.8%). The average value obtained by students only touched the number 47.4

The ability to understand the contents of descriptive texts after using reciprocal teaching technique

in second semester students of the Madura University English education study program for the 2020/2021 academic year shows that students who get very high clarification scores have a score of 90-100 as many as 17 students with a percentage (48.6%), while for high-grade clarifications who have a vulnerable score of 80-89, 14 students get with a percentage (40%), students who received moderate grade clarification who had a vulnerable score of 70- 79 obtained as many as 4 students with a percentage (11.4%).

The effectiveness of the use of reciprocal teaching technique on descriptive text learning in second-semester students of the English education study program at Madura University for the academic year 2020/2021 is indicated by a significance value of 0.000 which is less than a significance of 0.05 ($0.000 < 0.05$), then the hypothesis (H_a) in this study was accepted. This means that the variable using the reciprocal teaching technique affects student learning outcomes, there is a significant effect on the use of the reciprocal teaching technique and Reciprocal Teaching Effective on descriptive text learning before using the reciprocal teaching technique and after using the reciprocal teaching technique in second-semester students of the English language education study program at Madura University in the academic year 2020/2021 this is Evidenced by the significant value of the test.

Suggestion

For further research, especially those who have the same problem and are interested in conducting research, it is suggested that this research can be used as a reference. This study is suitable for classes that have a long duration because there are many steps of learning techniques. Hopefully, there will be further research on how to perfect this technique.

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