

**THE INFLUENCE OF RECIPROCAL TEACHING APPROACH
ON STUDENTS' MOTIVATION IN READING TEXT
AT THE SECOND YEAR OF ISLAMIC SENIOR
HIGH SCHOOL DAR EL HIKMAH
BOARDING SCHOOL
PEKANBARU**

Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



By

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PEKANBARU
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SUPERVISOR APPROVAL

The thesis entitled “*The Influence of Reciprocal Teaching Approach on Students’ Motivation in Reading Text at the Second Year of Islamic Senior High School Dar El Hikmah Boarding School Pekanbaru*” is written by Misbah Munthe, NIM. 10714000008. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Pekanbaru, Sya`ban 8, 1433 H
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The title of this thesis is The Influence of Reciprocal Teaching Approach Towards Students' Motivation in Reading Text at the Second Year of Islamic Senior High School Dar El Hikmah Boarding School Pekanbaru.

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed to improve this thesis.

May Allah Azza Wa Jalla, the lord of universe bless you all. Aamiin..

Pekanbaru, Maret 14th, 2012

The writer

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ABSTRACT

Misbah Munthe (2012): “The Influence of Reciprocal Teaching Approach on Students’ Motivation in Reading Text at the Second Year of Islamic Senior High School Dar El Hikmah Boarding School Pekanbaru.”

The main focus of the research is to find out whether there is or not a significant Influence of Reciprocal Teaching Approach Towards Students’ Motivation in Reading Text at the Second Year of Islamic Senior High School Dar El Hikmah Boarding School Pekanbaru or not. In the research, the type of the research was quasi-experimental research. The researcher used nonrandomized control group pretest-posttest design. The writer used two classes as sample that a consisted of 46 students. The first class was experimental group and the second was control group. Experimental class was taught by using Reciprocal Teaching Approach and control class was taught by using conventional strategy. The technique of data collecting was observation and test. Observation was used to collect the data of using Reciprocal Teaching Approach and the test was used to collect the data of students’ motivation in reading text at the Second Year of Islamic Senior High School Dar El Hikmah Boarding School Pekanbaru. The technique of data analysis used T-test formula in order to find out the influence of students’ mean score between experimental class and control class by using SPSS 16 version. The research design is experimental research. The writer used T-test in analyzing the data.

Based on the data analysis, the writer concluded that there was a significant influence of using Reciprocal Teaching Approach towards students’ motivation in reading text at the Second Year of Islamic Senior High School Dar El Hikmah Boarding School Pekanbaru with consideration $t_o = 6.822$ is higher than T-table either in significant 5 %; $= 2.02$ or in significant 1 % $= 2.72$. It means that H_a is accepted and H_o is rejected. So, it can be concluded that there is significant influence between students’ motivation in reading text taught by using Reciprocal Teaching Approach and control class taught by using Conventional Strategy at the Second Year of Islamic Senior High School Dar El Hikmah Boarding School Pekanbaru. In other words, there was a significant effect of using Reciprocal Teaching Approach towards students’ motivation in reading text at the Second Year of Islamic Senior High School Dar El Hikmah Boarding School Pekanbaru.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is about understanding in written text. It can be seen as an interactive process between a reader and a text which leads to reading fluency. Fluency in reading means being able to read text accurately, quickly and expressively. Nunan says that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation.¹ In the same view, Nuttall states that reading is understanding and interpreting meaning sense.

Talking about reading, Hasibuan and Ansyari says that the students of senior high school are the students that have informational level. It means that the learners are able to access knowledge with the medium of English language, includes reading proficiency.² In this case the students are demanded to have a good motivation in reading proficiency itself.

Motivation is very important factor because without good motivation, the result of learning or achievement can be unsatisfied. It is a process to give a spirit, aim, and behavior persistence. Including in reading it is the important aspect of teaching and learning process. The students who have no motivation will not try hard to learn. Therefore, the success of teaching is influenced by motivation. One

¹David Nunan, *Language Teaching Methodology*. (Sydney: Prentice Hall International,1991). p.71

²Hasibuan, Drs. Kalayo and Ansyari, M. Fauzan. *Teaching English as a Foreign Language (TEFL)*. (Indonesia, Pekanbaru: Alaf Riau Graha UNRI Press, 2007). p.02

of the ways to grow the motivation is variation teaching and new stimulus to the students, for example incentive.

Gambrell and Marinak (in readingrockets.org, 2010) also identify a number of the important factors to motivate reading including self-concept and value of reading, choice; time spent talking about books, types of text available, and the use of incentives. The important factors to reading motivation are such as self concept and the reading value, talking about the content of books

Motivation comes from word motive. It is a power of the people caused he or she make an action. It can not be identified directly, but interpreted in behavior such as stimulate, drive, or riser the energy to appear the behavior.³ Thus motivation is a drive inside of humans to try changing better behavior in fill needed.

Therefore, the teacher needs an approach, so that the students have better behaviour in reading. There is an approach which can improve students' motivation in reading skill, it is *Reciprocal Teaching Approach*.

Reciprocal teaching approach is an effective approach that is used by the teacher in reading subject. According to Suprpto in his journal, the influence of reciprocal teaching approach is very variety. It is influenced in communication skill, motivation, achievement, and cognitive achievement.⁴ In this case, the writer just focuses on a research about the influence of reciprocal teaching approach towards students' motivation in reading text.

³Dr. Hamzah B. Uno, M.Pd.*Teori Motivasi dan Pengukurannya*.(Jakarta: PT.Bumi Aksara:2008)p.3

⁴Suprpto jielwongsolo,*Reciprocal Teaching*.(Retrieved on January,05 2012).
<http://suprptojielwongsolo.wordpress.com/2008/06/17/reciprocal-teaching/>

Especially for reading, Islamic Senior High School of Dar El Hikmah is taught based on the school based curriculum. The Curriculum of Dar El Hikmah XI as mentioned is to obtain the achievement of Competence Standard in students' reading ability: (1) to understand the meaning in short functional and essays in narrative, spoof, and hortatory exposition in daily life context and to access the science; (2) to express the meaning in the short functional and monologue text in the form of narrative, spoof, and hortatory accurately, fluently and acceptably; (3) to understand the written monologue text in the form of narrative accurately, fluently and acceptably in the daily life context and to access the science; and (4) to express the meaning in the written monologue text/essay in the form of narrative in the daily life context.⁵ Even though in this research the writer takes only one text, it is narrative text.

Based on the preliminary observation in Dar El Hikmah's, the writer found that the teacher of English of Dar El Hikmah used *Look a Head Book* as a medium to transfer the knowledge in teaching and learning process. Besides, Dar El Hikmah had a syllabus as guidance in teaching and learning process. In the syllabus, the students were expected to understand the written monologue text in the form of narrative, spoof, hortatory, and exposition accurately, fluently and acceptably in the daily life context and to access the science.⁶

Furthermore, the teacher used group discussion in teaching and learning process. He said that there were some students that could not reach yet the goals of curriculum, especially in reading. The students had a low motivation, low

⁵Standar Kompetensi dan Kompetensi Dasar SMA/MA: Badan Standar Nasional Pendidikan (BSNP), 2006. p.13

⁶ Sillabus dan RPP SMA, (BSNP, 2006), p.12

communication skill, and low achievement. Actually there are some phenomena that make the students unable to reach the standard of the goals. The phenomena itself can be seen from the symptoms below:

1. Some of the students do not give an active participation in reading class.
2. Some of the students do not give a full attention when the teacher explains the material.
3. Some of the students do not give a question and clarify unfamiliar text and aspects of the text given by the teacher.
4. Some of the students are lazy to summarize the crucial information from the text.

To increase the students' motivation in reading text needs an appropriate strategy or technique helping them as solution for their problems. There is actually an approach that can increase students' motivation in reading text, called Reciprocal Teaching Approach. According to Suprpto in his journal, the influence of reciprocal teaching approach is very variety. It is influenced in communication skill, motivation, achievement, and cognitive achievement.

Besides, Trianto said that in reciprocal, a teacher teaches the students about the important cognitive skills by creating studied experience, attitude modeling and helping the students to increase their skills for effort themselves by motivating, supporting and scaffolding system.

Based on the phenomena above, the writer is interested in conducting a research, entitled : **“The Influence of Reciprocal Teaching Approach on Students’ Motivation in Reading Text at the Second Year of Islamic Senior High School Dar El Hikmah Boarding School Pekanbaru”**.

B. The Definition of the Term

a. Influence

Influence is a power of affecting person, thing, or course of events, especially one that operates without any direct or apparent effort.⁷

b. Reciprocal Teaching Approach

Reciprocal teaching is an effective approach that is used by the teacher in reading subject. According to Suprpto⁸ in his journal, the influence of reciprocal teaching approach is very variety. It is influenced in communication skill, motivation, achievement, and cognitive achievement.

c. Motivation

Motivation is what drives learners to achieve a goal, and is a key factor determining success or failure in language.⁹ Meaning that motivation is the support to the students to achieve their goal.

⁷ Multilingual Translator Harper Collins Publisher. (Retrieved on mey,05 2012).
<http://The Free Dictionary.com>.2009

⁸Suprptojielwongsolo. ibid

⁹Thornbury, Scott. *An A-Z of ELT; A Dictionary of Terms and Concepts used in English Language Teaching*.(Great Britain: Macmillan Publisher, 2006)

d. Reading

Reading is sub skills that include predicting content, understanding the main idea and interpreting the text.¹⁰

b. Text

Text is a segment of spoken or written language that has the following characteristics:¹¹

1. It is normally made up of several sentences that together create a structure or unit, such as a letter, a report, or an essay (however one word texts also occur, such as danger on a warning sign).
2. It has distinctive structural and discourse characteristics.
3. It has a particular communicative function or purpose.
4. It can often only be fully understood in relation to the context in which it occurs.

In this research, the text meant is a passage used for delivering material about narrative essay to the students.

¹⁰ Graves. Op.cit. p.48

¹¹Jack C. Richards, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (London: Pearson Education Limited, 2002), pp. 549

B. The Problem of the Research

1. Identification of the problem

Based on the preliminary observation in Dar El Hikmah, the writer has found that most of the students in Islamic Senior High School Dar El Hikmah Boarding School Pekanbaru still have problems that can be identified as follows:

1. Why some of the students have no motivation in reading subject so that they do not give an active participation in reading class?
2. Why do the students not give a full attention when the teacher explains the material?
3. Why do the students not give a question and clarify unfamiliar text and aspects of the text given by the teacher?
4. What caused some of the students have no motivation to summarize the crucial information from the text?
5. Why does the technique used by the teacher of the second year students of Islamic Senior High School of Dar El Hikmah Boarding School Pekanbaru was not success yet?

2. The Limitation of the Problem

The problem of this research only focuses on the students' motivation in reading text taught by using Group Discussion used by the teacher at the second year students of Islamic Senior High School of Dar El Hikmah Boarding School

Pekanbaru and students' motivation in reading text taught by using Reciprocal Teaching Approach at the second year students of Islamic Senior High School of Dar El Hikmah Boarding School Pekanbaru. In order to avoid misunderstanding in this research, the essay text used by the researcher is narrative text.

3. Formulation of the Problem

The problems of this research can be formulated in these following questions:

1. How is students' motivation in reading taught by using Reciprocal Teaching Approach?
2. How is students' motivation in reading taught by using group discussion?
3. Is there any significant difference between students' motivation in reading taught by using Reciprocal Teaching Approach and students' motivation in reading taught by using group discussion?

C. The Objectives and the Significance of the Research

1. The Objectives of the Study

The objective of the research can be formulated as follows:

- a. To know the students' motivation in reading taught by using Reciprocal Teaching Approach.
- b. To know the students' motivation in reading taught by using group discussion.

- c. To know the significant different between students' motivation in reading taught by using Reciprocal Teaching Approach and students' motivation in reading taught by using group discussion.

2. The Significance of the Research

The significance of this research are as follows:

- a. To fulfill one of the requirements for the award of sarjana degree in English Education Department at Faculty of Education and Teachers Training of State Islamic University of Sultan Syarif Kasim Riau.
- b. To contribute the writer knowledge in reading approach especially in reciprocal teaching.
- c. To provide some information about the influence of reciprocal teaching approach on students' motivation of reading narrative text.
- d. To give information to the students about the important of motivation in teaching-learning process.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Concept Of Reciprocal Teaching Approach

Reciprocal teaching is an effective approach that is used by the teacher in reading subject. According to Suprpto in his journal, the influence of reciprocal teaching approach is very variety. It is influenced in communication skill, motivation, achievement, and cognitive achievement. In this case the writer just focus only in a research about the influence of reciprocal teaching approach towards students' motivation in reading text.¹

According to Afrodita E. Fuentes in a literature review conducted by Slater and Horstman, reciprocal teaching is a successful cognitive strategy used to help struggling readers and writers (Slater, W.H., and Horstman, F.R., 2002).² Its main purpose is to convince all students to become actively involved in using strategies to be successful learners and take responsibility for their own learning.

Reciprocal teaching is an approach used by teacher in cooperative learning method by applying four learning strategy, those are questioning, clarifying, summarizing, and predicting. Moreover, Webb and Palincsar (in Santrocks' Jhon, 2007) indicate that reciprocal teaching approach is a model of teaching involves the teacher and the students. In this approach, the teacher is explaining and modeling the strategy in comprehending the text firstly. Afterwards, the teacher

¹Suprpto jielwongsolo. *Reciprocal Teaching*. Loc.cit

² Afrodita E.Fuentes. *Improving students motivation and achievement in biology through a students-centered environment and reciprocal Teaching*.(California State University, Northridge) p.11

asks the students to demonstrate the strategy and gives support when the students have learned. Therefore, the students will be motivated in teaching and learning process. Because it claims the students' involvement or scaffolding system.³

There are four components of reciprocal teaching, they are questioning, clarifying, summarizing, and predicting. Palincsar and Brown in (<http://www.isetl.org/ijtlhe/>) states that they used four discrete reading comprehension strategies within reciprocal teaching: questioning, summarizing, clarifying, and predicting.⁴

Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-tests for the reader. Questioning provides a context for exploring the text more deeply and assuring the construction of meaning.

Summarizing is the process of identifying the important information, themes, and ideas within a text, integrating these into a clear and concise statement that communicates the essential meaning of the text. It may be based on a single paragraph, a section of text, or an entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text.

Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through re-reading, the

³ Jhon.W. Santrock.*Psikologi Pendidikan*. (Jakarta:Prenada Media Group. 2007). p.427

⁴ Graves Michael.F et al.*Teaching Reading in 21 Century*. (A Pearson Education Company: Chestnut Hill Enterprises, inc. 2001). p.387

use of context in which the text was written and/or read, and the use of external resources (e.g., dictionary or thesaurus).

Predicting involves combining the reader's prior knowledge, new knowledge from the text, and the text's structure to create hypotheses related to the direction of the text and the author's intent in writing. Predicting provides an overall rationale for reading – to confirm or disconfirm self-generated hypotheses. Santrock states that using reciprocal teaching is to increase the students' ability to do some strategies to increase their understanding in reading.⁵ Steve Stahl, believes that the purpose of reading instruction is to help the students to identify the word automatically, comprehend the text, and be motivated to read and appreciate the reading.

These purposes are related to determine whether the students are successful or not in reading. Therefore, we need approaches of learning to motivate the students to study reading, so that they achieve the purpose as stated by Steve Stahl above. One of the approaches is social constructive approach through reciprocal teaching.

Trianto says that reciprocal is one of the approaches to teach the students about the learning strategies, those are questioning, clarifying, summarizing, predicting. In reciprocal, a teacher teaches the students about the important cognitive skills by creating studied experience, attitude modeling and helping the

⁵ Jhon.W. Santrock.*Psikologi Pendidikan*.Loc.cit

students to increase their skills for effort themselves by motivating, supporting and scaffolding system.⁶

Graves says that the students who worked with reciprocal teaching approach increased their group participation and use of the strategies taught, learn from the passages studied, and increased their learning when reading independently.⁷ In addition, Tarkensley reciprocal teaching helps in the development of good comprehension skill. The goal of that is to practice the four strategies so that the group can come to a shared sense of meaning about the text.⁸

The general procedure in reciprocal teaching consists of students and teachers taking turns in leading a dialogue concerning the use of reading strategy during the reading of the text. The teacher's modeling of the strategy prepares all the students for the role of group leader who will demonstrate the strategy used. In the next step, the teacher assigns one of the students to be the group leader. The following table will make you understand easily about the reciprocal teaching.⁹

⁶ Trianto. *Mendesain Model Pembelajaran Inovatif-Progressif*.(Surabaya: Prenada Media Grup: 2009). p.174

⁷ Michael F. Graves. Loc.cit

⁸ Karen Tarkensley. *The Threads of Reading*. (Alexandria, Virginia USA:2003). p.93

⁹ Robert J. Marzano et.al.,*Classroom Instruction That Works*.(USA: Association for Supervision and Curriculum Development (ASCD)publication: 2001). p.35

TABLE. II.1

Reciprocal Teaching	
<p>Summarizing: after students have silently or orally read a short section of a passage, a single student acts as teacher. (i.e. student leader) summarize what has been read. Other students with guidance from the teacher, may add to the summary. If students have difficulty summarizing, the teacher might point out clues (i.e. important items or obvious topic sentence) that aid in the construction of good summaries.</p> <p>Questioning: the students' leader asks some questions to which the class responds. The questions are designed to help student to identify important information in the passage.</p>	<p>Clarifying: next, the students' leader tries to clarify confusing points in the passage. He might point these out or ask other students to point them out.</p> <p>Predicting: the students' leader ask for predictions about what will happen in the next segment of the text. The leader can write the prediction on the blackboard or on an overhead, or all students can write them down in their notebooks.</p>

Based on the quotations above, it is very clear that Reciprocal Teaching Approach can activate the students' behavior in reading. Therefore, the students' motivation in reading can be increased while they taught by using Reciprocal Teaching Approach.

2. The Procedures of Reciprocal Teaching Approach

Before applying reciprocal teaching firstly, we should know the procedures of reciprocal teaching. Therefore, the purposes of each concrete steps of reciprocal are:

1. Predicting

- a. Give the readers a purpose to read in order to check out their predictions.

- b. Encourage pupils to utilize knowledge previously acquired in reading the text.
 - c. Provides the mechanism for monitoring comprehension.
2. Questioning
- a. Allows readers to pick out the main points in the text.
 - b. Introduces children to different kinds of questions, which in turn should help them with answers.
3. Clarifying
- a. Trains pupils to monitor their comprehension (rather than just reading blindly).
 - b. Permits children to admit not understanding a word.
 - c. Develops skills, so that pupils can decipher the meanings of unfamiliar words or phrases.
4. Summarizing
- a. This is the ultimate test of whether a pupil has fully understood the passage.

According to Trianto, there are four concrete steps in reciprocal teaching approach,¹⁰ they are:

1. Questioning

Questioning is important activity because it forces students to extract the gist of what they read. The students learn to concrete why and how question in order to understand a specific passage. According to Tarkensley questioning while

¹⁰ Trianto, M.Pd. Loc.cit

reading is a key to developing a good comprehension.¹¹ Morreilon states that the questioning required to deepen reading comprehension is significantly different in purpose and in application.¹²

2. Clarifying

In this occasion, question should be formulated in order to define words or phrases that are hard to understand, unfamiliar or ones that could be misinterpreted. According to Graves clarifying uses if the passage or question produce any problems or misunderstanding, the leader and other group member clarify matters.¹³

3. Summarizing

The students try to find the main idea of the text or passage. According to Kathleen et al summarizing does not mean showing off your memory and telling the whole story.¹⁴ A summary is only picking out the most important parts. Moreover, Marzano extract at least three generalizations for summarizing:

1. To effectively summarize, the students must delete some information, substitute some information, and keep some information.
2. To effectively delete, substitute, and keep information, students must analyze the information at a fairly deep level.

¹¹ Tarkensley. Loc.cit

¹² Judi Morreilon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association:2007). p.59

¹³ Graves Michael.F et al.Op.cit., p.388

¹⁴ Jane and Kathleen. *Classroom Instruction that Works with English Language Learners*. City: Alexandria: 2006).p. 63

3. Being aware of the explicit structure of information is an aid summarizing information.¹⁵

4. Predicting

Students are encouraged to make a guess on what is going to talk about next. These predictions should be made by using the prior knowledge of the students learned during the previous steps. Making predictions is one way to draw a reader into the text. Good readers make predictions before, during, and after reading. Eagleton and Dobler (2007:37) states that a prediction is special kind of inference in which the reader draws from her prior knowledge to make an informed guess about what information will come next.¹⁶

Moreover, it consists of four discrete reading strategies: questioning, summarizing, clarifying, and predicting.

- a. Predicting involves combining the reader's prior knowledge, new knowledge from the text, and the text's structure to create hypotheses related to the direction of the text and the author's intent in writing. Predicting provides an overall rationale for reading – to confirm or disconfirm self-generated hypotheses.
- b. Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-tests for the

¹⁵ Robert J. Marzano. Op.cit. p.30

¹⁶ Maya B. Eagleton and Elizabeth Dobler. *Reading The Web*. (London: The Guilford Press: 2007). p.37

reader. Questioning provides a context for exploring the text more deeply and assuring the construction of meaning.

- c. Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through re-reading, the use of context in which the text was written and/or read, and the use of external resources (e.g., dictionary or thesaurus).
- d. Summarizing is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. Summarizing may be based on a single paragraph, a section of text, or an entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text.

In conclusion, the procedures of reciprocal teaching approach is viewed as a process to activates the students behavior. It can improve the students motivation because in this approach the students were demanded to be active involved in doing the fourth strategy in Reciprocal teaching approach.

3. The Concept of Motivation

In learning process, motivation is very important factor because without good motivation, the result of learning or achievement can be unsatisfied.

Motivation is a process to give a spirit, aim, and behavior persistence. It is the important aspect of teaching and learning process. The students who have no motivation will not try hard to learn. Therefore, the success of teaching is influenced by motivation. One of the ways to grow the motivation is variation teaching and new stimulus to the students, for example incentive.

Dale and Judith said that the term motivations derived from the latin verb *movere* (to move). The idea of movement is reflected in such commonsense ideas about motivation as something that gets us going, keeps us working, and helps us complete tasks.¹⁷ Motivation involves goals that provide impetus for and direction to action. Furthermore, motivation requires activity — physical or mental. Physical activity entails effort, persistence, and other overt action. Mental activity include such cognitive actions as planning, rehearsing, organizing, monitoring, making decisions, solving problems and assessing progress.

Romando defines motivation as an internal drive that activates behavior and gives it direction.¹⁸ It means that the motivation can drive the good behavior and it will influence to get success in learning reading. In other view, Ausubel (in Brown, 1994) claim that motivation stems from basic innate drives.¹⁹ According to Thornbury, motivation is what drives learners to achieve a goal, and is a key

¹⁷Dale H. Schunk et.al. *Motivation in Education. Theory, Research, and Applications*. New Jersey: Pearson Prentice Hall: 2008) p. 4

¹⁸Richard Romando. *Motivation Theory*. (Retrieved on February 1, 2012). <http://ezinearticles.com/?Motivation-Theory&id=410700>

¹⁹Brown, H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (San Fransisco State University: Prentice Hall Regents, 1994). p.235

factor determining success or failure in language learning. Meaning motivation is the way to achieve the purpose.²⁰

Oemar hamalik says that educational expert, Dr. John Dewey, as known as “project teaching”, based on the problem that pull students’ interest and other school system.²¹ Dr. Ovide Dicroly, as known as “interest central” states that the human attitudes are supported by certain motifs, and studied attitude will success if they are based on student motivation.

Walker et.al (in Rohani)²² states that changes are studied; it is usually giving a good result if the person has motivation to do it and exercises. But, it is able to produce the changes in motivation that effect the students’ achievement. In additional, Thomas M. Risk also state that motivation is a conscious effort on the part of the teacher to establish in students motives leading to sustained activity toward the learning goals.

In the same case, Nicholls (in Alderman, 2004) states that the students who do not have optimum motivation for intellectual development are at a disadvantage compared with those who do. Students who have optimum motivation have an edge because they have adaptive attitudes and strategies, such as maintaining intrinsic interest, goal setting, and self-monitoring. It is mean that motivation is the important one to learn.²³

²⁰Thornbury, Scott. 2006. *An A – Z of ELT; A Dictionary of Terms and Concepts Use in English Language Teaching*. (Great Britain: Macmillan Publisher:2006). p.137

²¹ Prof. Dr. Oemar Hamalik. *Proses belajar mengajar*. (Bandung: 2001). p.

²² Drs. A. Rohani HM, et al. *Pengelolaan Pengajaran*. (Semarang:1990).p.

²³ M. Kay Alderman. *Motivation For Achievement*. (Mahwah, New Jersey: 2004). p.1

4. The concept of motivation in reading

Students are motivated to read the important things in the process of learning. According to Nunan states that the motivation for learning to read is not only for enjoyment or information, but because the aspiring reader wants to gain access to a community of readers.²⁴ Meaning that the motivation to read is not only for getting the information and pleasure, but also to improve their aspiration in the community of the readers.

Gambrell and Marinak (in readingrockets.org, 2010) also identify a number of the important factors to motivate reading including self-concept and value of reading, choice; time spent talking about books, types of text available, and the use of incentives. The important factors to reading motivation are such as self concept and the reading value, talking about the content of books.²⁵

Generally, motivation is conceptualized as either *intrinsic* or *extrinsic*. Classically, these categories are regarded as distinct. Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. Intrinsic motivation is the keenness or desire to learn English for its own sake. For example, a student who comes into a family that has a very positive attitude towards English will also have a love for the language and will want to master it to the best of his ability.

Intrinsic motivation refers to motivation to engage in an activity for its own sake. People who are intrinsically motivated work on tasks because they

²⁴ Nunan David. Loc.cit

²⁵Linda Gambrell and Barbara Marinak. Reading Motivation:what the research say. (Retrieved on Desember 20,2011). <http://www.readingrockets.org/article/29624>

find them enjoyable. Task participation is its own reward and does not depend on explicit rewards or other external constraints. In contrast, extrinsic motivation is motivation to engage in an activity as a means to an end. Individuals who are extrinsically motivated work on tasks because they believe that participation will result in desirable outcomes such as a reward, teacher praise, or avoidance of punishment.²⁶

Intrinsic motivation enables the students to learn without the need for external reinforcement.²⁷ Accomplished readers have already developed the intrinsic motivation they need to read, which is reinforced by the satisfaction that reading provides. To make a reader out of struggling, a reader must appreciate what good reading is required by the reader. Reading is a multifaceted skill involving highly accurate decoding, language comprehension, fluency, and interest and motivation²⁸.

Motivation also becomes a key to get struggling readers to spend time actively reading.²⁹ We must assist students in finding materials of special interest to them, as the right level of difficulty and that they want to read.

Motivation can be particularly helpful to teachers who work with struggling readers³⁰. Motivation is recognized as a crucial element in all learning, children need to be motivated to read and use literacy to develop into

²⁶Dale H.Schunk and Judith.op.cit p.236

²⁷ Susan Lenski & Jill Lewis. *Reading Success for Struggling Adolescent Learners*. (New York: The Guilford Press, 2008), p. 16

²⁸ Lou Denti & Gilbert Guerin. *Effective Practice for Adolescents with Reading and Literacy Challenge*. (New York: Routledge, 2008). p.

²⁹ Karen, Tankersley. Loc.cit

³⁰ Dorothy s. Srtickland. Kathy Ganske & Joanne k.Monroe. *Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6*. (Portland: Stenhouse Publisher, 2006). p.

fluent readers³¹. Motivation to read is a complex construction that influences readers' choices of reading material, their willingness to engage in reading, and thus their ultimate competence in reading, especially related to academic reading task.³²

Based on the explanation above reading motivation has the potential to impact literacy achievement learning about and measuring. Reading motivation is crucial to design interventions and measure students' response to the interventions. To make up reading motivation such as self-efficacy, intrinsic motivation, extrinsic motivation, social, goals, reading avoidance and reading interest.

Extrinsic motivation is caused by external factors such as desire to be assimilated into the culture of the speakers of English, the prospect of gaining comes entry into a college or university getting a better-paid job, a desire for praise and recognition from fellow students and teacher.

According to Brown, motivation is examined as factor of a number as the emotions and need that constitute the source of the drive to expand effort required in learning a foreign language³³.

Based on Brown statement above, motivation is an important thing to master foreign language. Motivation is very important for every student because it is one of the psychological factors that influence them in learning process.

³¹ Ibid.

³³ Brown, H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (San Fransisco: Prentice Hall Regents, 1994), p. 162

Based on the explanation above, reading motivation is motivational drive to read, an area of interest in the field of education. Studying and implementing the conditions, students are motivated in the process of teaching and fostering learning.

5. Reading and Related Concept

Reading is one of the tools in getting information. It is very important, especially in grasping information presented in the Qur'an, newspaper, magazines, books, encyclopedia, etc. According to Harris and Smith, reading is the readers' interactions with a printed message across a range of thinking operations as guided by a purpose for reading. Interactions with a printed message across a range of thinking operations indicate that the students' intelligence deals with the message through a variety of crucial skills, including analysis and evaluation, as guided by the student's purpose for reading—to find information, to compare, to enjoy, and so on.³⁴

Furthermore, reading is a form of communication. Information and ideas are changed between writer and reader in the act of communication. Graves says that reading is sub skills that include predicting content, understanding the main idea and interpreting the text.³⁵ It means that reading is the way to find the information or knowledge with understanding of the meaning from the text.

According to Thornbury reading is an active, even interactive, process.³⁶ It means that reading is the active work and influence to improve the knowledge

³⁴ A. Harrys, Larry and B. Smith, Carl. *Reading Instruction Diagnostic Teaching in the Classroom*. (Alexandria: 1976). p.

³⁵ Graves. Op.cit. p.48

³⁶ Thornbury, Scott. 2006

from reading activity. Besides, Hornby et.al states that reading is knowledge about book or text.³⁷

Furthermore, Caroline states that reading is a set of skills that involves making sense and deriving meaning from the printed word.³⁸ Here are two main reasons that people read: the first is for pleasure and the second is for information. Thornbury defines, there are two purposes for reading, reading for information (such as when consulting a directory), and reading for pleasure (such as when reading a novel). Whenever the reader reading for information, it will give some information and knowledge to the reader from the text. For reading as a pleasure, it shows us whenever reading is useful in enjoyable and having fun.³⁹

According to graves there are three activities of reading: pre-reading, during-reading, and post-reading activities.⁴⁰ The Following are the activities of reading subject:

a. Pre-reading activities

Pre-reading activities get students ready both cognitively and effectively to read selection. Taking time to prepare students before they read can pay big dividends in terms of their understanding what they read and finding reading an enjoyable experience. Obviously, pre-reading activities take place prior to reading a selection. The following list shows some of the uses of pre-reading activities:

- 1.) Motivating and setting purposes for reading
- 2.) Activating and building background knowledge

³⁷ Hornby et.al., *Kamus Inggris-Indonesia*. (Jakarta:Pustaka Ilmu: 1984). p.264

³⁸T.Linse, Caroline. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill Companies, Inc. America: 2005). p.69

³⁹ Thornbury. Loc.cit

⁴⁰ Graves. Loc.cit

- 3.) Building text-specific knowledge
 - 4.) Relating the reading to students' lives
 - 5.) Preteaching vocabulary and concepts
 - 6.) Prequestioning, predicting, and direction setting
 - 7.) Suggesting comprehension strategies
- b. During-reading activities

During-reading activities include both things that students do themselves as they are reading and things done to assist their activities that facilitate or enhance the actual reading activities. The following list shows five types of during-reading activities:

- 1.) Silent reading
 - 2.) Reading to students
 - 3.) Oral reading by students
 - 4.) Guided reading
 - 5.) Modifying the text
- c. Post-reading activities

Post reading activities encourage students to do something with the material they have read, and sometimes to transform their thinking into actions. Post reading activities can be categorized into seven kinds of post reading activities:

- 1.) Questioning
- 2.) Discussion
- 3.) Writing

- 4.) Drama
- 5.) Artistic and nonverbal activities
- 6.) Re-teaching

Based on the explanation above, reading text is a crucial activity in teaching and learning process. In reading activity the students have to followed the steps of reading activity such as pre reading activity, while reading activity, and post reading activity.

6. The Concept of Narrative Text

Narrative text is to amuse, entertain and to deal with actual or various experience in different ways. According to Oxford Dictionary, narrative is to describe of events, especially in a novel. Moreover it is a process of skill of telling story.⁴¹ Hartono explains narrative text contains of schematic structure and linguistic features. Schematic structure consists of orientation, evaluation, complication, resolution, and reorientation.⁴²

Hartono explains narrative text contains the schematic structure and linguistic features. Schematic structure consists of orientation, evaluation, complication, resolution, and reorientation. While, language features of narrative text focus on specific participants, use of past tense, the use of temporal conjunctions and temporal circumstances, the use of material processes, use of

⁴¹ Oxford Learner's Pocket Dictionary. (Oxford University press, New York,2000). p.

⁴²Rudi Hartono, S.S., M.Pd., *Genres of Texts*. (Semarang: English Department Faculty of Language and Art Semarang State University:2005). p.6

relational and mental processes.⁴³ Actually, the students will understand the text if they can identify and recognize the schematic structure of narrative text itself.

Moreover, Sudarwati in *Look a Head Book*⁴⁴ says that the purposes of narrative text are to amuse or to entertain and to deal with actual/ imaginative experiences in different ways. In narrative, there is also text organization and language features. First is text organization, includes orientation, complication, resolution. Second one is language features, includes the focus on specific and individualized participants, the use of material process, the use of some behavioral and verbal processes, the use of relational and mental processes, the use of past tense, and the use of temporal conjunctions and circumstances.

While, language features of narrative text focus on specific participants, the use of past tense, the use of temporal conjunctions and temporal circumstances, the use of material processes, the use of relational and mental processes. Actually, the students will understand the text if they can identify and recognize the schematic structure of narrative text itself. Longman dictionary defines narrative is the written or the oral account of a real or fictional story.⁴⁵ Moreover narrative text generally follows a story line with a beginning, middle, and end.⁴⁶

⁴³Rudi Hartono, S.S., M.Pd., Op.cit. p.7

⁴⁴ Th.M. Sudarwati and Eudia Grace., *Look Ahead An English Course*. (Jakarta: Erlangga, 2007). p.154

⁴⁵ Jack Richard, *Dictionary of Language Teaching and Applied Linguistics*.(London: Pearson Education,2002). p.349

⁴⁶ Debra, L. cook hirrai. Et al. *Academic language/literacystrategies for adolescents “ A how to manual for educators*. (California state university, Bakersfield. Routledge taylor and franciss group. Newyork: 2010). p.81

TABLE. II.2

The Narrative Frame
<p>The narrative or story frame is commonly found in fiction and contains the following elements:</p> <ol style="list-style-type: none"> 1. Characters: The characteristic of the main characters in the story. 2. Setting: The time, place, and context in which the information took place 3. Initiating event: The events that starts the action rolling in the story 4. Internal responses: How the main characters react emotionally to the initiating event 5. Goal: What the main character decide to do as a reaction to the initiating event(the goal they set) 6. Consequence: How the main characters try to accomplish the goal 7. Resolution: How the goal turns out <p>Components 3-7 are sometimes repeated to create what is called <i>an episode</i></p>

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.⁴⁷ This research has relevance with other research, a research from Rizki Fiprinita.⁴⁸ She conducted a research which entitled; "A Study of the Effectiveness of Using Reciprocal Teaching Method to Increase the Second Year English Students' Achievement at SLTP 1 Lipat Kain". This research aimed at finding out main problem to the students' achievement in reading comprehension and to find out the significant effect of using reciprocal teaching method. She formulated the problems by looking for the significant effect between students' achievement in reading comprehension by using reciprocal teaching approach and without reciprocal teaching approach. She used the experimental research. The procedures of collecting data were divided into two groups. First, procedure of

⁴⁷ M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/ LBSI, 2007). p.122

⁴⁸ Rizky Fiprinita. *A Study the Effectiveness of Using Reciprocal Teaching Method to Increase of the Second Year Students English Achievement at SLTP 1 Lipat Kain*. Unpublished

collecting data for the experimental group. Second, procedure of collecting data for the control group. The result from this research, there was a little difference of the mean score between two groups. The students taught by using reciprocal teaching method is better than those who were taught by using other method.

The reseach conducted by Rizky Fifrinita is different from this research in which in this research, the researcher tried to find the significant difference between students' motivation in reading text before being taught by using reciprocal teaching approach and students' motivation in reading text after being taught by using reciprocal teaching approach.

C. Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is an experimental research which focuses on gaining The Influence of Reciprocal Teaching Approach towards Students' motivation in Reading Text at the Second Year of Islamic Senior High School Dar El Hikmah. Therefore, in analyzing the problems in this research, there are two variables that will be used. The first is reciprocal teaching approach which refers to the teacher's approach in teaching reading. The second is students' motivation in reading text. Reciprocal teaching approach is an independent variable and students' motivation in reading text is a dependent variable. To operate the investigation on the variable, the researcher will work based on the following indicators:

A. The indicators of Reciprocal Teaching Approach are as follows⁴⁹:

1. The teacher divides students into several groups in which each group consists of two or four students.
2. The teacher gives each group the text.
3. The teacher gives modeling of reciprocal teaching approach.
4. The teacher appoints one of the students to change his job as a teacher and to act as a leader of his group as a motivator, mediator, trainer, giving the support, feedback, and giving the spirit to the students.
5. The teacher asks several groups to read their texts silently, to ease the students work paragraph by paragraph first.
6. The teacher gives a change the students to predict the subject that be discussed in the next paragraph.
7. The teacher asks students to think about the question that will be asked the teacher.
8. The teacher gives a change to the students to propose a commentary or to find unclear thing in paragraph or clarify the text.
9. The teacher gives a chance to the students to answer the questions.
10. The teacher asks students to summarize main idea in the paragraph.

B. The Indicators of Students' Motivation in Reading Text⁵⁰:

1. The students want to learn or desire.
2. The students have a desire to accomplish the task or the goal.
3. The students have a positive attitude toward the task.

⁴⁹ Trianto. Loc.cit

⁵⁰ Lometa. *Reading Motivation*.(retrieved on Desember 21, 2011).

[http://everything2.com/title/Reading +Motivation](http://everything2.com/title/Reading+Motivation)

4. The students exhibit effort to accomplish the task.

D. Assumption and Hypothesis

1. The Assumption

This research is conducted at the second year students of Islamic Senior High School of Dar El Hikmah Boarding School Pekanbaru. Before starting the hypothesis as a temporary answer to the problem, the writer assumes that teaching reading by using reciprocal teaching approach influence students' motivation in reading narrative text. In other words the more reciprocal teaching approach is applied, the more increased the students' motivation in reading skill will be.

2. The Hypothesis

Based on the assumption above, therefore, the writer can formulate two hypothesis as follows:

Ho : There is no significant different of using reciprocal teaching approach towards students' motivation in reading narrative text.

Ha : There is significant different of using reciprocal teaching approach towards students' motivation in reading narrative text.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of the research is an experimental research. According to Creswell, experimental research is the traditional approach to conducting quantitative research¹.

In this research, the design used by the writer was a quasi experimental design. There are three experimental design of quasi. They are, nonrandomized control group pretest-posttest, counterbalanced design, and one group time-series design. In this case study, the writer used nonrandomized control group pretest-posttest. It used two groups; the first group was given experiment while the second group was control only. Sudjana² illustrates the quasi-experiment design on the table below:

TABLE.III.1
THE DESIGN OF QUASI-EXPERIMENTAL RESEARCH

Group	Pretest	Experiment (Independent Variable)	Posttest
E	Y1	X	Y2
C	Y1	-	Y2

Where: E : The experiment group

C : The control group

¹Jhon Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (University of Nebraska-Lincoln. Prentice Hall. 2008). p.298

² Dr. Nana Sudjana and Dr. Ibrahim, M.A. (*Penelitian dan Penilaian Pendidikan*. Bandung: penerbit Sinar Baru: 1989). p.

- Y1 in E group : The students' motivation in a class or group before treatment
- X : The treatment of Reciprocal Teaching Approach
- Y2 in E group : The students' motivation in a class or group after treatment
- Y1 in C group : The students' motivation in a class or group without treatment
- Y2 in C group : The students' motivation in a class or group without treatment.

In this quasi experimental research, there were two groups that became sample of this research. They were an experimental group and control group. Experimental group was the class taught by using reciprocal teaching approach. While control group was the class taught without using reciprocal teaching. Because of that, the writer administered pre-test and post-test. Before doing treatment in experimental class during eight meetings, pre-test was administered and post-test was conducted at the end of the research in experimental class and control class.

B. The Location and the Population of the Research

1. The Location of the Research

The location of this research was Islamic Senior High School of Dar El Hikmah Pekanbaru Boarding School which is located in Manyar Sakti Street Pekanbaru. The object of this research was students' motivation in reading text

and the subject of this research was the second year students of Islamic Senior High School Dar El Hikmah Pekanbaru. It will be conducted in January 2012.

2. The Population and Sample of the Research

The population of this research was the second year students of Islamic Senior High School Dar El Hikmah Pekanbaru in 2011-2012 academic years. It consisted of 155 students. Meanwhile, for the sample of the research the writer took two classes only. It consisted of 46 students of Islamic Senior High School Dar El Hikmah Pekanbaru.

TABLE.III.2

**THE TOTAL SAMPLE OF THE SECOND YEAR STUDENTS OF
ISLAMIC SENIOR BOARDING SCHOOL DAR EL HIKMAH
PEKANBARU**

No	Class	Total
1	XI AB	23
2	XI B ²	23

C. The Subject and the Object of the Research

1. The Subject of the research

The subject of the research was the second year students of Islamic Senior High School of Dar El Hikmah Boarding School Pekanbaru.

2. The Object of the Research

The object of the research was the influence of Reciprocal Teaching Approach on Students' Motivation.

D. Technique of Collecting Data

In this research, the researcher used questionnaire as instrument to collect data. The questionnaire was used to find out the increase of students' motivation

in reading text as well as the process of instruction by using reciprocal teaching approach. The blue print as follow:

TABLE.III.3
THE BLUE PRINT OF THE TEST

No	Indicators	Items Number
1	The students want to learn or desire	3,7,10,15,18
2	The students have a desire to accomplish the reading task or the goal	12,14,16,17,5,6
3	The students have positive attitude toward the reading task	1,2,4,8,9,13
4	The students exhibit effort to accomplish the reading task	11,19,20,21,22,23,24

E. Technique of Data Analysis

In order to find out the significant difference of using Reciprocal Teaching Approach toward students' reading motivation in reading text, the data were analyzed by test. In analyzing the data, the writer used word of experimental class and control class. The different mean was analyzed by using questionnaire and T-test formula.

The technique applied to analyze every item observed in the observation is as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P= percentage

F= frequency of score

N= total score

Further, the obtained scores were classified into the following classification:³

1. 80% - 100% : Very good
2. 66% - 79% : Good
3. 56% - 65% : Enough
4. 46%-55% : Less
5. 0%-45% : Bad

The questionnaire referred to students' reading motivation. There were twenty four items as representative statement of students' reading motivation. This item consisted of positive and negative questions. It dealt with the respondents' opinion in answering the options: always (5), sometime (4), often (3), seldom (2), and never (1). The negative questions: always (1), sometime (2), often (3), seldom (4), and never (5).

According to Hartono⁴, if we want to calculate "T_o" for sample N_≥30 correlated, we use the formula:

$$T_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where: T_o : the value of t-obtained

³ Anas Sudijono. *Pengantar Evaluasi Pendidikan*. (Jakarta : PT Raja Grafindo Persada, 2007), p. 35

⁴ Hartono. *Statistik untuk Penelitian*. (Jogjakarta: Pustaka Pelajar, 2008). p. 178

M_x	: mean score of experiment class
M_y	: mean score of control class
SD_x	: standard deviation of experiment class
SD_y	: standard deviation of control class
N	: number of students

The t-test is obtained by considering the degree of freedom $(df) = (n_1+n_2)-2$.

Statistically, the hypotheses are:

$H_0: t_0 < t\text{-table}$

$H_a: t_0 > t\text{-table}$

H_0 is accepted if $t_0 < t\text{ table}$ or there is no significant effect of using reciprocal teaching approach toward students' motivation in reading text.

H_a is accepted if $t_0 > t\text{-table}$ or there is a significant effect of using reciprocal teaching approach toward students' motivation in reading text.

After getting the degree of freedom, the writer can conclude that if T -table, H_a is accepted which means that there is a significant influence of using reciprocal teaching approach in improving students' reading motivation. If t t -table, H_0 is accepted then it can be said that there is influence of using reciprocal teaching approach in improving students' reading motivation. The formula of degree of freedom used is as follows:

$$df: (N_1+N_2) - 2$$

Where:

df: the degree of freedom

N1: the number of students in experiment class

N2: the number of students in control class

CHAPTER IV

PRESENTATION AND DATA ANALYSIS OF THE RESEARCH

A. Data Presentation of the Research

In data presentation, there were two instrument used by the writer to collect the data in this research. They were questionnaire and observation. Previously, it had been noticed that aims of this research were to find out whether or not there is significant influence of reciprocal teaching approach in students' reading motivation of the second grade at MA Dar El Hikmah Pekanbaru.

The writer utilized questionnaire given to the respondents to be answered. The questionnaires were given to the students who had been determined to be the respondents. After the questionnaire had been distributed to every respondent, the writer collected the data coming together in the tables. In this case, it was put in plain words based on the comparing of frequency and percentage of the alternative answer shown in the tables that indicated the score of the answers.

1. Data Presentation of the Students' Motivation in Reading Text

TABLE.IV.1

THE STUDENTS PREFER LISTENING TO THEIR FRIENDS' READING OF THE TEXT TO READING BY THEMSELVES

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	1	1	4.3	1	1	4.3	3	3	13.1	5	1	21.7
B	Sometimes	6	12	26.1	1	2	4.3	5	10	21.7	5	19	21.7
C	Often	7	21	30.4	2	6	8.7	10	30	43.4	7	21	30.5
D	Seldom	6	24	26.1	9	36	39.2	3	12	13.1	2	8	8.7
E	Never	3	15	13.1	10	50	43.5	2	10	8.7	4	20	17.4
	Total	23	73	100	23	95	100	23	65	100	23	69	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 30.4% and post-experimental class is 43.5%. While in control class, it can be seen that the high percentage in pre-control is 43.4% and the high percentage of post-control is 30.5%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 73 and the high value of the post-experimental class is 95. While in control class, the high value of pre control class is 65 and the high value of post control is 69.

TABLE IV.2
THE STUDENTS READ THE TEXT WHILE THE TEACHER ORDERS
THEM TO READ

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	9	9	39.1	1	1	4.3	10	10	43.5	7	7	30.5
B	Sometimes	3	6	13.1	12	24	52.2	8	16	34.8	6	12	26.1
C	Often	7	21	30.4	7	21	30.4	4	12	17.4	9	27	39.1
D	Seldom	3	12	13.1	3	12	13.1	1	5	4.3	1	5	4.3
E	Never	1	5	4.3	0	0	0	0	0	0	0	0	0
Total		23	53	100	23	58	100	23	43	100	23	51	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 39.1% and post-experimental class is 52.2%. While in control class, it can be seen that the high percentage in pre-control is 43.5% and the high percentage of post-control is 39.1%. For the value of the experimental

class and control class, it can be seen that the high value of the pre-experimental class is 53 and the high value of the post-experimental class is 58. While in control class, the high value of pre control class is 43 and the high value of post control is 51.

TABLE IV.3
THE STUDENTS LIKE TO READ THE TEXT WHEN THEY ARE
ALONE

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	7	35	30.4	5	25	21.7	7	35	30.4	4	20	17.4
B	Sometimes	11	44	47.9	15	60	65.3	5	20	21.7	9	36	39.1
C	Often	4	12	17.4	3	9	13.0	11	33	47.9	10	30	43.5
D	Seldom	0	0	0	0	0	0	0	0	0	0	0	0
E	Never	1	1	4.3	0	0	0	0	0	0	0	0	0
Total		23	92	100	23	94	100	23	85	100	23	86	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 47.9% and post-experimental class is 65.3%. While in control class, it can be seen that the high percentage in pre-control is 47.9% and the high percentage of post-control is 43.5%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 92 and the high value of the post-experimental class is 94. While in control class, the high value of pre control class is 85 and the high value of post control is 86.

TABLE IV.4
THE STUDENTS GIVE FULL ATTENTION TO THE MESSAGE
DELIVERED BY THE WRITER IN THE TEXT

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	6	35	26.1	8	40	34.8	0	0	0	1	5	4.3
B	Sometimes	8	32	34.8	8	32	34.8	6	24	26.1	5	20	21.8
C	Often	6	18	26.1	7	21	30.4	11	33	47.8	12	36	52.2
D	Seldom	2	4	8.7	0	0	0	6	12	26.1	4	8	17.4
E	Never	1	1	4.3	0	0	0	0	0	0	1	1	4.3
Total		23	90	100	23	93	100	23	69	100	23	70	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 34.8% and post-experimental class is 34.8%. While in control class, it can be seen that the high percentage in pre-control is 47.8% and the high percentage of post-control is 52.2%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 90 and the high value of the post-experimental class is 93. While in control class, the high value of pre control class is 69 and the high value of post control is 70.

TABLE IV.5
THE STUDENTS COMPREHEND THE TEXT BY LISTENING TO THE
MUSIC

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	5	5	21.7	1	1	4.3	7	1	30.4	3	3	13.1
B	Sometimes	10	20	43.4	3	6	13.1	9	18	39.1	6	12	26.1
C	Often	3	9	13.1	3	9	13.1	3	9	13.1	7	21	30.4
D	Seldom	3	12	13.1	13	52	56.5	3	12	13.1	6	24	26.1
E	Never	2	10	8.7	3	15	13.0	1	5	4.3	1	5	4.3
Total		23	56	100	23	83	100	23	45	100	23	65	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 43.4% and post-experimental class is 56.5%. While in control class, it can be seen that the high percentage in pre-control is 39.1% and the high percentage of post-control is 30.4%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 56 and the high value of the post-experimental class is 83. While in control class, the high value of pre control class is 45 and the high value of post control is 65.

TABLE IV.6
THE STUDENTS ARE SLEEPY WHEN THEY READ THE TEXT

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	0	0	0	0	0	0	2	2	8.7	1	1	4.3
B	Sometimes	4	8	17.4	0	0	0	6	12	26.1	10	20	43.4
C	Often	7	21	30.4	5	15	21.7	7	21	30.4	6	18	26.1
D	Seldom	1	4	4.3	10	40	43.5	4	16	17.4	3	12	13.1
E	Never	11	55	47.9	8	40	34.8	7	35	30.4	3	15	13.1
Total		23	88	100	23	95	100	23	86	100	23	66	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 47.9% and post-experimental class is 43.5%. While in control class, it can be seen that the high percentage in pre-control is 30.4% and the high percentage of post-control is 43.4%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 88 and the high value of the post-experimental class is 95. While in control class, the high value of pre control class is 86 and the high value of post control is 66.

TABLE IV.7
THE STUDENTS REVIEW THE LESSON AT HOME, ESPECIALLY IN
READING TEXT

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	3	15	13.1	3	15	13.1	3	15	13.1	2	10	8.7
B	Sometimes	4	16	17.4	18	72	78.3	4	16	17.4	3	12	13.1
C	Often	9	27	39.1	1	3	4.3	7	21	30.4	9	27	39.1
D	Seldom	6	12	26.1	1	2	4.3	6	12	26.1	9	18	39.1
E	Never	1	1	4.3	0	0	0	3	3	13.1	0	0	0
Total		23	71	100	23	92	100	23	67	100	23	67	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 39.1% and post-experimental class is 78.3%. While in control class, it can be seen that the high percentage in pre-control is 30.4% and the high percentage of post-control is 39.1%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 71 and the high value of the post-experimental class is 92. While in control class, the high value of pre control class is 67 and the high value of post control is 67.

TABLE.IV.8
THE STUDENTS ARE INTERESTED IN READING THE TEXT
IF THEY HAVE MUCH TIME

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	9	45	39.1	7	35	30.4	6	30	26.1	3	15	13.1
B	Sometimes	9	36	39.1	14	56	60.9	7	28	30.4	6	24	26.0
C	Often	4	12	17.4	2	6	8.7	7	21	30.4	11	33	47.8
D	Seldom	1	2	4.4	0	0	0	3	6	13.1	3	6	13.1
E	Never	0	0	0	0	0	0	0	0	0	0	0	0
Total		23	95	100	23	97	100	23	95	100	23	78	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 39.1% and post-experimental class is 60.9%. While in control class, it can be seen that the high percentage in pre-control is 30.4% and the high percentage of post-control is 47.8%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 95 and the high value of the post-experimental class is 97. While in control class, the high value of pre control class is 95 and the high value of post control is 78.

TABLE IV.9**THE STUDENTS START THEIR DAILY ACTIVITY BY READING TEXT**

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	3	15	13.1	1	5	4.4	2	10	8.7	2	10	8.7
B	Sometimes	8	32	34.8	11	44	47.8	9	36	39.1	5	20	21.8
C	Often	6	18	26.1	11	33	47.8	6	18	26.1	7	21	30.4
D	Seldom	5	10	21.7	0	0	0	5	10	21.8	9	18	39.1
E	Never	1	1	4.3	0	0	0	1	1	4.3	0	0	0
Total		23	76	100	23	82	100	23	75	100	23	69	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 34.8% and post-experimental class is 47.8%. While in control class, it can be seen that the high percentage in pre-control is 39.1% and the high percentage of post-control is 39.1%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 76 and the high value of the post-experimental class is 82. While in control class, the high value of pre control class is 75 and the high value of post control is 69.

TABLE IV.10
THE STUDENTS LIKE READING THE TEXT TO WIDEN THEIR
KNOWLEDGE

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	14	70	60.9	12	60	52.2	9	45	39.1	7	35	30.4
B	Sometimes	3	12	13.1	8	32	34.8	8	32	34.8	7	28	30.4
C	Often	5	15	21.7	1	3	4.3	4	12	17.4	8	24	34.8
D	Seldom	1	2	4.3	2	4	8.7	2	4	8.7	1	2	4.4
E	Never	0	0	0	0	0	0	0	0	0	0	0	0
Total		23	99	100	23	99	100	23	93	100	23	89	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 60.9% and post-experimental class is 52.2%. While in control class, it can be seen that the high percentage in pre-control is 34.8% and the high percentage of post-control is 34.8%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 99 and the high value of the post-experimental class is 99. While in control class, the high value of pre control class is 93 and the high value of post control is 89.

TABLE IV.11
THE STUDENTS WRITE THE IMPORTANT THINGS FROM THE TEXT
THAT THEY HAVE READ

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	3	15	13.1	6	30	26.1	0	0	0	2	10	8.7
B	Sometimes	9	36	39.0	14	56	60.9	8	32	34.8	7	28	30.4
C	Often	6	18	26.1	1	3	4.3	6	18	26.1	11	33	47.9
D	Seldom	2	4	8.7	2	4	8.7	8	16	34.8	2	4	8.7
E	Never	3	3	13.1	0	0	0	1	1	4.3	1	1	4.3
Total		23	76	100	23	93	100	23	67	100	23	76	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 39.0% and post-experimental class is 60.9%. While in control class, it can be seen that the high percentage in pre-control is 34.8% and the high percentage of post-control is 47.9%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 76 and the high value of the post-experimental class is 93. While in control class, the high value of pre control class is 67 and the high value of post control is 76.

TABLE IV.12
THE STUDENTS MAKE THE CONCLUSION OF THE TEXT AFTER
THEY HAVE READ

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	3	15	13.1	10	50	43.5	4	20	17.4	3	15	13.1
B	Sometimes	6	24	26.1	7	28	30.4	3	12	13.1	9	36	39.1
C	Often	10	30	43.4	5	15	21.8	8	24	34.8	7	21	30.4
D	Seldom	3	6	13.1	1	2	4.3	7	14	30.4	4	8	17.4
E	Never	1	1	4.3	0	0	0	1	1	4.3	0	0	0
Total		23	76	100	23	95	100	23	71	100	23	80	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 43.4% and post-experimental class is 43.5%. While in control class, it can be seen that the high percentage in pre-control is 34.8% and the high percentage of post-control is 39.1%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 76 and the high value of the post-experimental class is 95. While in control class, the high value of pre control class is 71 and the high value of post control is 80.

TABLE IV.13
THE STUDENTS HAVE GOOD IMPRESSION IN READING ACTIVITY

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	6	30	26.1	5	25	21.8	5	25	21.8	0	0	0
B	Sometimes	5	20	21.8	15	60	65.2	9	36	39.1	11	44	47.8
C	Often	10	30	43.5	2	6	8.7	4	12	17.4	11	33	47.8
D	Seldom	1	2	4.3	0	0	0	4	8	17.4	1	2	4.4
E	Never	1	1	4.3	1	1	4.3	1	1	4.3	0	0	0
Total		23	83	100	23	92	100	23	82	100	23	79	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 43.5% and post-experimental class is 65.2%. While in control class, it can be seen that the high percentage in pre-control is 39.1% and the high percentage of post-control is 47.8%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 83 and the high value of the post-experimental class is 92. While in control class, the high value of pre control class is 82 and the high value of post control is 79.

TABLE IV.14
THE STUDENTS PREPARE ADDITIONAL TEXT TO SUPPORT THEIR
READING ACTIVITY

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	2	10	8.7	4	20	8.7	1	5	4.3	0	0	0
B	Sometimes	7	28	30.4	8	32	13.1	2	8	8.7	2	8	8.7
C	Often	8	24	34.7	6	18	65.2	8	24	34.7	3	9	13.1
D	Seldom	3	6	13.1	4	8	17.4	6	12	26.1	7	14	30.4
E	Never	3	3	13.1	1	1	4.3	6	6	26.1	11	11	47.8
Total		23	71	100	23	78	100	23	55	100	23	42	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 34.7% and post-experimental class is 65.2%. While in control class, it can be seen that the high percentage in pre-control is 34.7% and the high percentage of post-control is 47.8%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 71 and the high value of the post-experimental class is 78. While in control class, the high value of pre control class is 55 and the high value of post control is 42.

TABLE IV.15
THE STUDENTS ARE HAPPY WHEN THE TEACHER ASKS FOR
THEM TO READ THE TEXT

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	6	30	26.1	10	50	43.5	10	50	43.4	6	30	26.1
B	Sometimes	7	28	30.4	10	40	43.5	7	28	30.4	14	56	60.8
C	Often	6	18	26.1	2	6	8.7	3	9	13.1	3	9	13.1
D	Seldom	4	8	17.4	1	2	4.3	2	4	8.7	0	0	0
E	Never	0	0	0	0	0	0	1	1	4.3	0	0	0
	Total	23	84	100	23	98	100	23	92	100	23	95	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 30.4% and post-experimental class is 43.5%. While in control class, it can be seen that the high percentage in pre-control is 43.4% and the high percentage of post-control is 60.8%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 84 and the high value of the post-experimental class is 98. While in control class, the high value of pre control class is 92 and the high value of post control is 95.

TABLE IV.16
THE STUDENTS ARE ACTIVE PARTICIPANTS IN READING LESSON

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	8	40	34.8	8	40	34.8	4	20	17.4	3	15	13.1
B	Sometimes	6	24	26.1	10	40	43.5	5	20	21.7	10	40	43.5
C	Often	7	21	30.4	5	15	21.7	7	21	30.4	7	21	30.4
D	Seldom	2	4	8.7	0	0	0	5	10	21.8	2	4	8.7
E	Never	0	0	0	0	0	0	2	2	8.7	1	1	4.3
Total		23	89	100	23	95	100	23	73	100	23	81	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 34.8% and post-experimental class is 43.5%. While in control class, it can be seen that the high percentage in pre-control is 30.4% and the high percentage of post-control is 43.5%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 89 and the high value of the post-experimental class is 95. While in control class, the high value of pre control class is 73 and the high value of post control is 81.

TABLE IV.17
THE STUDENTS ARE BRAVE TO ANSWER THE QUESTIONS ASKED
BY THE TEACHER

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	5	25	21.7	8	40	34.8	3	15	13.1	4	20	17.4
B	Sometimes	5	20	21.7	12	48	52.1	10	40	43.5	11	44	47.9
C	Often	7	21	30.5	3	9	13.1	4	12	17.4	7	21	30.4
D	Seldom	5	10	21.7	0	0	0	2	4	8.7	1	2	4.3
E	Never	1	1	4.4	0	0	0	4	4	17.3	0	0	0
Total		23	76	100	23	97	100	23	75	100	23	87	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 30.5% and post-experimental class is 52.1%. While in control class, it can be seen that the high percentage in pre-control is 43.5% and the high percentage of post-control is 47.9%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 76 and the high value of the post-experimental class is 97. While in control class, the high value of pre control class is 75 and the high value of post control is 87.

TABLE IV.18
THE STUDENTS ASKED THE TEACHER WHEN THEY DO NOT
UNDERSTAND YET ABOUT THE MATERIAL EXPLAINED

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	8	40	34.8	12	60	52.2	7	35	30.4	5	25	21.7
B	Sometimes	7	28	30.4	6	24	26.1	5	20	21.8	10	40	43.5
C	Often	7	21	30.4	4	12	17.4	7	21	30.4	5	15	21.7
D	Seldom	1	2	4.4	1	2	4.3	3	6	13.1	3	6	13.1
E	Never	0	0	0	0	0	0	1	1	4.3	0	0	0
Total		23	91	100	23	98	100	23	84	100	23	86	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 34.8% and post-experimental class is 52.2%. While in control class, it can be seen that the high percentage in pre-control is 30.4% and the high percentage of post-control is 43.5%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 91 and the high value of the post-experimental class is 98. While in control class, the high value of pre control class is 84 and the high value of post control is 86.

TABLE IV.19
THE STUDENTS DECIDE THE MAIN IDEA OF THE TEXT

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	3	15	13.1	4	20	17.4	0	0	0	1	5	4.3
B	Sometimes	9	36	39.1	15	60	65.2	9	36	39.1	10	40	43.5
C	Often	7	21	30.4	4	12	17.4	6	18	26.1	8	24	34.8
D	Seldom	3	6	13.1	0	0	0	3	6	13.1	3	6	13.1
E	Never	1	1	4.3	0	0	0	5	5	21.7	1	1	4.3
Total		23	79	100	23	92	100	23	65	100	23	76	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 39.1% and post-experimental class is 65.2%. While in control class, it can be seen that the high percentage in pre-control is 39.1% and the high percentage of post-control is 43.5%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 79 and the high value of the post-experimental class is 92. While in control class, the high value of pre control class is 65 and the high value of post control is 76.

TABLE IV.20
THE STUDENTS MAKE THE SCHEMATIC STRUCTURE OF THE
TEXT READ

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	1	5	4.3	4	20	17.3	0	0	0	0	0	0
B	Sometimes	12	48	52.1	6	24	26.1	2	8	8.7	7	28	30.4
C	Often	5	15	21.8	10	30	43.5	8	24	34.7	3	9	13.0
D	Seldom	2	4	8.7	3	6	13.1	8	16	34.8	10	20	43.5
E	Never	3	3	13.1	0	0	0	5	5	21.8	3	3	13.1
Total		23	75	100	23	80	100	23	53	100	23	60	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 52.1% and post-experimental class is 43.5%. While in control class, it can be seen that the high percentage in pre-control is 34.8% and the high percentage of post-control is 43.5%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 75 and the high value of the post-experimental class is 80. While in control class, the high value of pre control class is 53 and the high value of post control is 60.

TABLE IV.21
THE STUDENTS CAN PICK OUT THE MOST IMPORTANT PART
FROM THE TEXT

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	6	30	26.1	9	45	39.1	0	0	0	1	5	4.3
B	Sometimes	7	28	30.4	10	40	43.5	8	32	34.8	6	24	26.1
C	Often	8	24	34.8	4	12	17.4	8	24	34.8	12	36	52.2
D	Seldom	2	4	8.7	0	0	0	5	10	21.8	3	6	13.1
E	Never	0	0	0	0	0	0	2	2	8.6	1	1	4.3
Total		23	86	100	23	97	100	23	68	100	23	72	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 34.8% and post-experimental class is 43.5%. While in control class, it can be seen that the high percentage in pre-control is 34.8% and the high percentage of post-control is 52.2%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 86 and the high value of the post-experimental class is 97. While in control class, the high value of pre control class is 68 and the high value of post control is 72.

TABLE IV.22
THE STUDENTS RELATE THE TOPIC WITH THEIR PREVIOUS
KNOWLEDGE

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	6	30	26.1	9	45	39.1	3	15	13.1	2	10	8.7
B	Sometimes	8	32	34.8	10	40	43.5	3	12	13.1	9	36	39.1
C	Often	7	21	30.4	4	12	17.4	7	21	30.4	9	27	39.1
D	Seldom	2	4	8.7	0	0	0	8	16	34.7	2	4	8.7
E	Never	0	0	0	0	0	0	2	2	8.7	1	1	4.4
Total		23	87	100	23	97	100	23	66	100	23	87	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 34.8% and post-experimental class is 43.5%. While in control class, it can be seen that the high percentage in pre-control is 34.7% and the high percentage of post-control is 39.1%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 87 and the high value of the post-experimental class is 97. While in control class, the high value of pre control class is 66 and the high value of post control is 87.

TABLE IV.23
THE STUDENTS EXPLORE THE TEXT MORE DEEPLY

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	8	40	34.8	8	40	34.8	1	5	4.3	0	0	0
B	Sometimes	6	24	26.1	6	24	26.1	4	16	17.4	3	12	13.1
C	Often	7	21	30.4	9	27	39.1	5	15	21.7	7	21	30.4
D	Seldom	2	4	8.7	0	0	0	8	16	34.8	11	22	47.8
E	Never	0	0	0	0	0	0	5	5	21.8	2	2	8.7
Total		23	89	100	23	91	100	23	57	100	23	58	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 34.8% and post-experimental class is 39.1%. While in control class, it can be seen that the high percentage in pre-control is 34.8% and the high percentage of post-control is 47.8%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 89 and the high value of the post-experimental class is 91. While in control class, the high value of pre control class is 57 and the high value of post control is 58.

TABLE IV.24
THE STUDENTS CONSTRUCT THE MEANING OF THE TEXT
ASSUREDLY

No	Alternative	Experimental Class						Control Class					
		Pre			Post			Pre			Post		
		F	V	P	F	V	P	F	V	P	F	V	P
A	Always	10	50	43.5	10	50	43.5	4	20	17.4	2	10	8.7
B	Sometimes	7	28	30.4	9	36	39.1	9	36	39.1	6	24	26.1
C	Often	6	18	26.1	4	12	17.4	5	15	21.7	10	30	43.5
D	Seldom	0	0	0	0	0	0	4	8	17.4	5	10	21.7
E	Never	0	0	0	0	0	0	1	1	4.4	0	0	0
Total		23	96	100	23	98	100	23	80	100	23	74	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that the high percentage in pre-experimental class is 43.5% and post-experimental class is 43.5%. While in control class, it can be seen that the high percentage in pre-control is 39.1% and the high percentage of post-control is 43.5%. For the value of the experimental class and control class, it can be seen that the high value of the pre-experimental class is 96 and the high value of the post-experimental class is 98. While in control class, the high value of pre control class is 80 and the high value of post control is 74.

B. Data Analysis of the Research

1. The Data Analysis of the Students' Motivation in Reading Text

From the formulation of the problem, there were three answers about formulation of the problem; those should be found by the writer. The first formulation of the problems, the writer asked: "How is students' motivation in reading taught by using Reciprocal Teaching Approach?" "How is students'

motivation in reading taught by using group discussion?” and “Is there any significant different between students’ motivation in reading taught by using Reciprocal Teaching Approach and students’ motivation in reading taught by using group discussion?”. To find out the two formulations of the problem of the reciprocal teaching approach toward students’ motivation in reading text, it is necessary to refer to the table below.

TABLE IV.25

**THE RECAPITULATION STUDENTS’ MOTIVATION IN READING
TEXT IN EXPERIMENT AND CONTROL CLASS**

STUDEN TS	EXPERIMENTAL		STUDENTS	CONTROL	
	PRE	POST		PRE	POST
1	83	97	1	56	100
2	99	96	2	82	99
3	89	96	3	82	100
4	87	98	4	89	53
5	59	92	5	83	76
6	83	89	6	85	69
7	75	78	7	86	68
8	87	97	8	60	84
9	81	92	9	96	75
10	96	99	10	85	75
11	95	98	11	71	79
12	99	88	12	75	80
13	91	96	13	77	78
14	94	97	14	66	63
15	95	96	15	62	66
16	93	90	16	88	72
17	62	92	17	60	78
18	75	94	18	54	79
19	86	97	19	59	78
20	89	95	20	71	73
21	94	94	21	83	63
22	96	95	22	65	59
23	87	100	23	70	76
TOTAL	1955	2166	TOTAL	1705	1743
MEAN	86.74	94.17	MEAN	74.13	75.78

Therefore it is necessary to analyze and measure the data gained from the pre and post questionnaire of experimental class, where pre questionnaire was given before treatment, and post questionnaire was given after the treatment. Below is the table of the students' reading motivation before and after reciprocal teaching approach.

TABLE.IV.26
THE DISTRIBUTION OF FREQUENCY OF STUDENTS' PRE-TEST
SCORE OF EXPERIMENTAL GROUP

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 59	1	4.3	4.3	4.3
62	1	4.3	4.3	8.7
75	2	8.7	8.7	17.4
81	1	4.3	4.3	21.7
83	2	8.7	8.7	30.4
86	1	4.3	4.3	34.8
87	3	13.0	13.0	47.8
89	2	8.7	8.7	56.5
91	1	4.3	4.3	60.9
93	1	4.3	4.3	65.2
94	2	8.7	8.7	73.9
95	2	8.7	8.7	82.6
96	2	8.7	8.7	91.3
99	2	8.7	8.7	100.0
Total	23	100.0	100.0	

From table above , it shows that from 23 respondents in interval 59, the frequency is 1 student (4.3%), 62, the frequency is 1 student (4.3%), 75, the frequency is 2 students (8.7%), 81, the frequency is 1 student (4.3%), 83, the frequency is 2 students (8.7%), 86, the frequency is 1 student (4.3%), 87, the frequency is 3 students (13%), 89, the frequency is 2 students (8.7%), 91, the frequency is 1 student (4.3%), 93, the frequency is 1 student (4.3%), 94, the frequency is 2 students (8.7%), 95, the frequency is 2 students (8.7%), 96, the frequency is 2 students (8.7%), 99, the frequency is 2 students (8.7%).

TABLE.IV.27
THE DISTRIBUTION OF FREQUENCY OF STUDENTS' POST-TEST
SCORE OF EXPERIMENTAL GROUP

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 78	1	4.3	4.3	4.3
88	1	4.3	4.3	8.7
89	1	4.3	4.3	13.0
90	1	4.3	4.3	17.4
92	3	13.0	13.0	30.4
94	2	8.7	8.7	39.1
95	2	8.7	8.7	47.8
96	4	17.4	17.4	65.2
97	4	17.4	17.4	82.6
98	2	8.7	8.7	91.3
99	1	4.3	4.3	95.7
100	1	4.3	4.3	100.0
Total	23	100.0	100.0	

From table above , it shows that from 23 respondents in interval 78, the frequency is 1 student (4.3%), 88, the frequency is 1 student (4.3%), 89, the frequency is 1 student (4.3%), 90, the frequency is 1 student (4.3%), 92, the frequency is 3 student (13.0%), 94, the frequency is 2 student (8.7%), 95, the frequency is 2 students (8.7%), 96, the frequency is 4 student (17.4%), 97, the frequency is 4 student (17.4%), 98, the frequency is 2 student (8.7%), 99, the frequency is 1 students (4.3%), 100, the frequency is 1 students (4.3%).

TABLE.IV.28
THE DISTRIBUTION OF FREQUENCY OF STUDENTS' PRE-TEST SCORE OF
CONTROL GROUP

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 54	1	4.3	4.3	4.3
56	1	4.3	4.3	8.7
59	1	4.3	4.3	13.0
60	2	8.7	8.7	21.7
62	1	4.3	4.3	26.1
65	1	4.3	4.3	30.4
66	1	4.3	4.3	34.8
70	1	4.3	4.3	39.1
71	2	8.7	8.7	47.8
75	1	4.3	4.3	52.2
77	1	4.3	4.3	56.5
82	2	8.7	8.7	65.2
83	2	8.7	8.7	73.9
85	2	8.7	8.7	82.6
86	1	4.3	4.3	87.0
88	1	4.3	4.3	91.3
89	1	4.3	4.3	95.7
96	1	4.3	4.3	100.0
Total	23	100.0	100.0	

From table above , it shows that from 23 respondents in interval 54, the frequency is 1 student (4.3%), 56, the frequency is 1 student (4.3%), 59, the frequency is 1 students (4.3%), 60, the frequency is 2 students (8.7%), 62, the frequency is 1 student (4.3%), 65, the frequency is 1 student (4.3%), 66, the frequency is 1 students (4.3%), 70, the frequency is 1 students (4.3%), 71, the frequency is 2 students (8.7%), 75, the frequency is 1 student (4.3%), 77, the

frequency is 1 students (4.3%), 82, the frequency is 2 students (8.7%), 83, the frequency is 2 students (8.7%), 85, the frequency is 2 students (8.7%), 86, the frequency is 1 students (4.3%), 88, the frequency is 2 students (8.7%),89, the frequency is 1 student (8.7%), 96, the frequency is 1 students (4.3%).

TABLE.IV.29
THE DISTRIBUTION OF FREQUENCY OF STUDENTS'
POST-TEST SCORE OF CONTROL GROUP

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 53	1	4.3	4.3	4.3
59	1	4.3	4.3	8.7
63	2	8.7	8.7	17.4
66	1	4.3	4.3	21.7
68	1	4.3	4.3	26.1
69	1	4.3	4.3	30.4
72	1	4.3	4.3	34.8
73	1	4.3	4.3	39.1
75	2	8.7	8.7	47.8
76	2	8.7	8.7	56.5
78	3	13.0	13.0	69.6
79	2	8.7	8.7	78.3
80	1	4.3	4.3	82.6
84	1	4.3	4.3	87.0
99	1	4.3	4.3	91.3
100	2	8.7	8.7	100.0
Total	23	100.0	100.0	

From table above , it shows that from 23 respondents in interval 53, the frequency is 1 student (4.3%), 59, the frequency is 1 student (4.3%), 63, the frequency is 2 students (8.7%), 66, the frequency is 1 student (4.3%), 68, the frequency is 1 student (4.3%), 69, the frequency is 1 student (4.3%), 72, the frequency is 1 students (4.3%), 73, the frequency is 1 student (4.3%), 75, the frequency is 2 students (8.7%), 76, the frequency is 2 students (8.7%), 78, the frequency is 3 students (13%), 79, the frequency is 2 students (8.7%), 80, the frequency is 1 students (4.3%), 84, the frequency is 1 students (4.3%), 99, the frequency is 1 students (4.3%), 100, the frequency is 2 students (8.7%).

2. Data analysis of Students' Post-test Score of Experiment Class (Students' Motivation in Reading Text Taught by Using Reciprocal Teaching Approach)

The data of students' post-test scores of experiment class were obtained from the result of their motivation in reading after giving the treatment. The data can be described as follows:

TABLE.IV.30
DESCRIPTIVE STATISTICS OF STUDENTS POST-TEST SCORE OF
EXPERIMENT CLASS

Experiment Class		
N Valid	23	23
Missing	0	0
Mean		94.17
Std. Error of Mean		.985
Median		95.50 ^a
Mode		96 ^b
Std. Deviation		4.726
Variance		22.332
Range		22
Minimum		78
Maximum		100
Sum		2166

From the table above, it can be seen that the data processed through SPSS 16.0 version are 23 and no data were not analyzed (missing). Mean of the data is 94.2, median is 96.2 mode is 100, and standard deviation is 6.2810. The minimum score is 75.0 and the maximum score is 100 while the range or distance between minimum and maximum score is 25. The sum of the data is 2167.0.

3. Students' Post-test Score of Control Class (Students' Motivation in Reading Text Taught by using Group Discussion Strategy)

The data of students' post-test scores of control class were obtained from the result of their reading motivation after giving the post test. The data can be described as follows:

TABLE.IV.31
DESCRIPTIVE STATISTICS OF STUDENTS POST-TEST SCORE OF
CONTROL CLASS

Control Class	
N Valid	23
Missing	0
Mean	75.78
Std. Error of Mean	2.509
Median	75.75
Mode	78
Std. Deviation	12.034
Variance	144.814
Range	47
Minimum	53.0
Maximum	100
Sum	1743.0

From the table above, it can be seen that the data proceeded through SPSS 16.0 version are 23 and no data were not analyzed (missing). Mean of the data is 75.78, median is 75.75, mode is 78, and standard deviation is 12.034. The minimum score is 53 and the maximum score is 100.0 while the range or distance between minimum and maximum score is 47. The sum of the data is 1743.0.

4. Data Analysis of the Influence of Reciprocal Teaching Approach toward Students' Reading Motivation.

The data were obtained through students' post-test of experimental class and control class. To analyze the data, the researcher used t-test formula by using software SPSS 16 version:

TABLE.IV.32
GROUP STATISTICS

Group	N	Mean	Std. Deviation	Std. Error Mean
Experiment 1	23	94.17	4.726	.985
Control 2	23	75.78	12.034	2.509

TABLE.IV.33
INDEPENDENT SAMPLE 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
Score	7.572	.009	6.822	44	.000	18.391	2.696	12.958	23.824
Equal variances assumed			6.822	28.628	.000	18.391	2.696	12.875	23.908
Equal variances not assumed									

From the table above, it can be seen that t_o is 6.822 and df is 44. The t_o obtained is compared to t table either at 5% or 1%. At level 5%, t table is 2,02 and at level 1%, t table is 2,72. Based on t table, it can be analyzed that t_o is higher than t table either at level 5 % or 1%. In other words, we can read $2,02 < 6.822 > 2,72$. So that the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is significant influence between students' reading motivation

taught by using Reciprocal Teaching Approach and those taught by using Group Discussion Strategy at the second year students of Dar El Hikmah Pekanbaru

The experiment showed that the mean score of both group were different. The mean score of experiment class in pretest was 86.74 and post-test was 94.17, it rose 7.43. Besides, the mean score of result of control group in pretest was 74.13 and posttest was 75.78, it rose only 1.65 To make clear, it can be seen from the following table:

TABLE.IV.34
MEAN OF EXPERIMENT AND CONTROL CLASS

	Experiment class	Control class
Mean pretest	86.74	74.13
Mean posttest	94.17	75.78

From the table X.3, it can be stated that Reciprocal Teaching Approach had influence positively to increase students' motivation in reading. It is proved by the different posttest mean score in experimental group, is 94.17 and control group is 75.78., So Reciprocal Teaching Approach could influence the students' motivation in reading text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are three formulations of the problems formulated previously; the first how is students' motivation in reading text taught by using Reciprocal Teaching Approach. Based on the obtained data of the research after computed, it is clear that the students' motivation in reading text taught by using Reciprocal Teaching Approach in experimental class was increased. In other words the level of the students' motivation was in very good level.

The second formulation of the problem needs an answer in this research to find out how is students' motivation in reading that are taught by using group discussion. After calculating the obtained data of the research, students' motivation in reading of Dar El Hikmah Pekanbaru increased in good level.

The third formulation of the problem in this research is to find out is there any significant different between students' motivation in reading text taught by using Reciprocal Teaching Approach and students' motivation in reading text taught by using group discussion. From the explanation of the first formulation and the second formulation, it can be concluded that there is significant difference of students' motivation in reading text taught by Reciprocal Teaching Approach and students' reading motivation taught by using conventional strategy or group discussion strategy, So H_a is accepted, and H_o is rejected.

B. Suggestion

1. Suggestion for Teachers

- a. The teachers should be able to choose teaching media suitable with lesson taught, and they use many kinds of media so that the students are not bored.
- b. It is recommended to the teachers to use reciprocal teaching approach in teaching and learning process.
- c. The teacher must be able to know what the students need; the teacher can teach based on students' learning style and strategies, so that the learning objective can be reached.
- d. The teacher should build a favorable atmosphere at times of teaching learning process conducted because the conducive condition in teaching would become one asset to carry the success of material to be taught.

2. Suggestion for Students

- a. The students should try to understand the use of Reciprocal Teaching Approach in reading text.
- b. The students should give more attention to teachers' explanation learning and teaching process.
- c. The students should realize that the English is very important and follow what the teachers command in the class activities.

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