

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presents the result of research. It involves the way to improve students' reading comprehension of narrative text through reciprocal teaching method at XI – IPA 3 class of SMAN 1 Ngadiluwih Kediri in academic year 2015/2016. Related to the result, it consists of four parts. Those are Preliminary study, finding of cycle, finding after implementation the action and discussion.

A. Finding of Preliminary Study

The Preliminary Study are discussed within the two kinds of research instrument; interview, observation and pre-test.

The interview of this research was held on Wednesday 4th May 2016 started at 08.00 A.M. until 08.30 A.M. in the interview the writer asked some question to the English Teacher and at 10.00 A.M. until 10.15 A.M. the writer interviewed to the students. The question are about the general condition in teaching learning process of English material especially in reading comprehension, the problems that was face in the second grade class on reading comprehension and the kinds of technique which is applied by the teacher to solve the students' reading difficulties in reading comprehension before Class Action Research (CAR) and the last the writer introduce or explain about the Reciprocal Teaching Method to the English teacher. For the guidance of interview and transcript of interview **see on Appendix 4**

The teacher gave explanation about the real condition in English class. Generally, there are six classes for second grade in SMA Negeri 1 Ngadiluwih Kediri. The class that has many problems in learning English was in the XI – IPA 3 class that obtained the lowest score of reading test among other second grade. In that class, most of students thought English is as a complicated subject and then they regarded the reading text is the most difficult activities in studying English.

The next question of the interview was about the students' difficulties in reading comprehension that is related to their difficulties in getting the author's message within a text. Most of them got difficulties to comprehend the content of the text, because during translating into Indonesian language, they are lazy to look up dictionary. In addition, they got difficult to take the main point of the text; whereas they have known the meaning of vocabulary. As the result, they did not understand the text and answered incorrectly. Moreover, the teacher indicated that based on the school policy, if they still considered English is as a difficult subject, they will be hard to reach the criterion of minimum completeness (KKM).

The next question of the interview was about the kind of technique in teaching reading to solve the students' difficulties in reading comprehension. The teacher added that to make students focus on reading comprehension at the classroom, the teacher taught them by applying reading aloud and repeated reading. Then he describe when the teacher chooses one student and let her/him read aloud, other students just listen and look at the text. The next

session, after listening and following the text read by one student, the teacher appoints a word and pronounces it together. Sometimes, the teacher read the text loudly only several students obey the rule and give an attention, for others, they did different things outside the material. At least, the writer suggested to the teacher to implement different technique in assisting students' reading comprehension.

The last question of the interview was about the Reciprocal Teaching Method. The teacher said that he never heard and applied this method. He said that the Reciprocal Teaching Method might be an effective method in English teaching specifically for reading comprehension.

In the next time the writer was conducted interview with some students of second grade especially with the students of since class. The question of the interview was about their motivation to followed English class especially in reading and next question of the interview was about the teacher method when he teach English in their classes. They said that actually they fell bored when they following the English learning especially in reading. Than they said that their English teacher always use the same method when they explain the lesson, they said that the teacher just ask the student to read text and translate to Indonesian language after that ask the student to answer the questions of the text.

The conclusion of the interview conducted before classroom action research were the students have some problems, there are:

1. The students have lowest score of English especially in reading,

2. The students have some problems in reading comprehension; especially to understand of the main point the text, the lack of their vocabulary and their motivation to read the text is very poor, and
3. The teacher did not have any specific methods to teach reading.

After collecting data from the interviews, in the same day but in different time the researcher was conducted the observation, started at 10.15 A.M. until 11.45 A.M. In the observation the researcher also found students problems of reading comprehension in the reading class activity. Based on the observation class, it was found that students lacked vocabulary and they depended on their dictionary. They could not guess the meaning of the words from the context of the text and From the observation it can be seen that students were not enthusiastic on reading activity. They had low motivation in reading activity. Some of them liked to chat with their friends or doing other activity like drawing. It can be shown from the following field note. See on **Appendix 5**

The interview and the field note show that students not only had low motivation but also had low competence in reading comprehension. Most students did not take their role in a learning process. Only some students responded when the teacher checked their understanding and made evaluation. They tended to be passive in a learning activity. Therefore, the teaching learning process lacked interaction. Both interactions among the students and between students and the teacher were low.

The pre – test was conducted on Saturday 7th May 2016. The pre – test in reading comprehension was administered to the subject under study to get their pre-existing ability in reading comprehension. In pre-test, the subject was given 25 items of multiple choice test to determine their ability in reading comprehension. Administering pre-test also was done by the researcher to make sure the problems occurred in the study. In the pre-test, the subject were asked the students to answer 25 questions which identified main idea, specific information, textual reference and word meaning in the multiple choices test. From the data which presented in **Appendix 1**, the data of the pre-test showed that the students' reading comprehension were low and needed to be improved. In addition, for the mean score of the pre – test can analyzed as following by formula:

$$\text{MEAN} = \frac{\sum X}{N} = \frac{1782}{29} = 60,58$$

The result of their answer were scored by the answer key that provided, by this formula: **score**= $\frac{\text{Total of True Answer}}{\text{Total of Questions}} \times 100$

So every student got 1 point every 1 question and 25 points for all of questions, the mean score of pre-test which was followed by 29 subjects was 62,93. This result also clarified their weaknesses in identifying main idea, specific information, textual reference and word meaning of the text. These result indicated that their comprehension urgently needed further improvement.

Therefore, the researcher tried to improve their reading comprehension by implementing Reciprocal Teaching Method in the cyclical process.

Percentage of subjects' could improve their score to the minimum standard passing score could be seen as follows:

$$Z = \frac{\sum Z}{N} \times 100\% = \frac{9}{29} \times 100\% = 31,03\%$$

It showed that 37,93% of subject of the study achieved their score to the minimum standard passing score of eleven grade students SMAN 1 Ngadiluwih Kediri that was 75

B. Finding of Cycle

1. Cycle I

a. Planning

In this cycle, the writer and the teacher arranged a plan for action based upon the problems that faced by students toward reading comprehension. One kind of reading material that will be delivered was Narrative text. Moreover, in the lesson planning also consisted of standard of competence, basic competence, some indicators that will be reached by the students, and the technique that would be implemented. The researcher and the teacher used reciprocal teaching method in which the students will be more active to predict, to ask, to clarify, and to summarize the text together with the teacher.

The materials that had to prepared were media of learning, in this case a picture, observation checklist to analyze the students' activity in the

teaching learning process. Then the writer also notes during teaching learning process, he wrote the points that happens in the classroom based on the action sequences. For the lesson plan in cycle I see on **Appendix 7**.

The first cycle will held in two meeting. The last, to know the improvement scores from pre – test to post – test, then the writer also prepared the instrument of post – test I to collect the data. **See on Appendix1.**

b. Implementing

The action of the cycle I was done on Wednesday, May 11st 2016 and on Saturday, May 14st 2016. For the first meeting there were not students was absent. In that class, there were 29 students, consists of 16 female and 13 male students

At the classroom, the teacher implemented the teaching learning process based on the lesson plan had been made. Greetings and gave a motivation were the first activity did by the teacher at the classroom. Then, the teacher explained the meaning and the schematic structure of narrative texts. After explain about it in which contained the students to make a groups each group contain four until five students. Later, the teacher implemented the step of reciprocal teaching method. For the first step, teacher built their background of knowledge and their prediction about the reading text's title. The teacher opened the chance for all students to predict the plot of story by showing a *the monkey and the shark* picture. After that, teacher continued to the next step, it was questioning and clarifying. In

reciprocal teaching method, teacher allowed the students to look up the dictionary.

After comprehending and understanding about the text, the students and the teacher made a summary of the text orally. Then, the teacher have the students finished the exercise.

On the second meeting in first cycle, the process of CAR was similar with the earlier meeting. The teacher reviewed about the organization of narrative text which has been taught in the previous session and conducted the classroom by using reciprocal teaching method. It was not only the teacher dominated in process but also the students spoke out and shared about the text. Afterward, 45 minutes before the lesson will be end, the teacher gave the post – test I to know how well their reading comprehension about narrative text.

c. Observing

Activities in cycle I, achievement of the student is a criterion in teaching learning process that proved by good score of the students. Students' achievement is the target of teaching process that teacher did when they teach their students. The good achievement from students can be since from their attitude, their score in rapport, and their result of competition in the form of formal or informal programs.

In improvement of the students' achievement on the material based on the result, observation, and research in teaching learning process on the cycle I. **See on Appendixes 3,**

Based on the analysis on the students answer from the question that the researcher gave in post-test I, the students' comprehension in reading was still low and need more strategy to make catch what researcher told. The students' score was not sufficient yet to reach *Kriteria Kelulusan Minimal* (KKM), because almost of the students get score under 75 as told in KKM. The students who got score 75 or up of it were only 11 students from 29 students, it is approximately only 58.62%. Of course it needed more effort to make them reach 75 score in the reading comprehension test. It happens because the students could not concentrate well. In cycle I, the researcher taught the students by using *reciprocal teaching method*. The result of the students' achievement was improved, namely 31.03% to 58.62%. But it did not enough yet, because not more than 75% students reached KKM. The researcher would struggle to make 75% students to reach the minimal KKM.

In the cycle I, the researcher observed the teaching and learning process and made a conclusion that in this cycle the students' involvement was not totally good so that. The researcher and teacher should make any improvement to make to make any improvement to make students more active and have big contribution in the classroom activities. In this cycle, the percentage of the students' involvement is 41.37% (12 students out of 29).

See on Appendixes 1,

d. Reflecting

After teaching learning process, the teacher and the writer discussed about the conclusion of the applying the action. Based on the result of observation toward teaching learning process in this cycle, the students' participation were still low, because they did not pay attention and for active students, they were ashamed to ask and answer question orally. In addition, several students, they thought the question that was given is difficult, so they would rather do other activities than answer it. As the result, some groups did not accomplish their task on time.

In addition, based on the result of the post-test I, there were 56,62% who passed the KKM which increased become 17 students. Although there was an improvement in cycle I, this condition has not get 75% students reach the KKM the teacher and the writer had to develop the action.

The modification of the strategy is needed to apply when the teacher presented the reciprocal teaching for the next cycle. The writer suggested explaining and teaching slowly and clearly. It has purpose in order to students could listen and understand the instruction well. Furthermore, the teacher is expected to give reward to whom could answer the question and giving an idea.

So that, although the result of the students score has not reached yet, the teacher and the writer realized that both of them must do more efforts to improve the students' reading comprehension through reciprocal teaching method. It needed to have more improvement in the next cycle.

2. CYCLE II

a. Planning

For the second cycle, first of all the teacher and the writer rearrange the lesson plan based on the reflecting phase in the first cycle. **See on Appendix 8.** The content of the lesson planning was related to learning reading narrative text through reciprocal teaching method but there were some modifications. For this planning, the application of reciprocal teaching method by using a flipchart that has been written the four steps of reciprocal teaching. It was hoped that the students can be more active during teaching learning process. In addition, it was expected to improve their understanding in the reading text in which contained the main idea, the supporting details, and the structure of narrative text through reciprocal teaching method. The writer also prepared the reword for who active students in teaching learning process. Beside of that, the writer also prepared unstructured observation sheet to note the classroom activity. In addition, to know the improvement of the students' reading comprehension, the writer prepared the instrument of post-test II to collect data.

b. Implementing

The action of the second cycle was done on Wednesday, May 18st 2016 and on Saturday, May 21st 2016. After reviewing the previous lesson at the beginning, the teacher started to divide the classroom into seven groups that the form was as same as with the previous meeting. Teacher made sure every student could sit well. Then the teacher put flipchart on the

whiteboard. He asked for help two boys for gluing it on the whiteboard. All of the students were curious about the flipchart. The words that was listed in the flipchart as sequence in reciprocal teaching method, there are: prediction, question, clarification, and summarization. After that, the teacher began to explain reading narrative text through reciprocal teaching method systematically. After giving the reading text handout to the students, the teacher present the four steps of reciprocal teaching method to read a text. Teacher appointed the prediction word in the flipchart on the whiteboard firstly. Then the teacher let the students predict about the title. The teacher made a deal with students prediction about the title. The question was for instance, “what is your prediction about the title?” After predicting about the title, the teacher wrote all their prediction on the whiteboard, and then the teacher had the students read the first paragraph. Later, teacher appointed the next step, question. Directly, teacher offered to the students, the teacher asked, “do you have any question about the first paragraph?” in this section, students were enthusiastic. When all the question from the students can be answered, and it turned for the teacher asked about text to the students, the question, as follow, what is the structure of the first paragraph? How is the characteristic of the character in the text?

During the process of reading, the teacher also clarified their question. The teacher gave an opportunity the students to answer and give their idea related to the text. The teacher also allowed the students to look up the dictionary if they found difficult word. The last, teacher and students

summarized together the text in the first paragraph. This activity was continued for the next paragraph. After understanding the whole text, they answer some questions related to the text. Then, the teacher also invited the students to summarize it together. The teacher gave a reward for the active students. The last teacher gave the score for the group that did the exercise.

For the second meeting in the second cycle, the teacher applied same as the previous meeting in the first hours. Before the second cycle will be finished, the teacher gave the post-test II for the students on the second hours to know their progress on comprehending the text.

c. Observing

Activities in cycle II, the achievement of the student is a criterion in teaching learning process that proved by good score of the students. Students' achievement is the target of teaching process that teacher did when they teach their students.

In improvement of the students' achievement on the material based on the result, observation, and research in teaching learning process on the cycle II. **See on Appendixes 3.**

Based on the analysis on the students answer from the question that the researcher gave, the students' comprehension in reading was still low because a new strategies cannot conducted in one cycle, the students need to adaptation with that strategies. The students' score were not sufficient to reach *Kriteria Kelulusan Minimal* (KKM), because some of the students get score under 75 as told in KKM. The students who got score 75 or up of it

were 20 students from 29 students, it is approximately only 70.35%. In cycle II, the researcher taught the students by reciprocal teaching method like as the Cycle I. The result of the students' achievement was improved, namely 58.62% to 70.31%. It still need to improve again to achieve the KKM.

In the cycle II, the researcher observed the teaching and learning process and made a conclusion that in this cycle the students' involvement was not totally good so that. The researcher and teacher should make any improvement to make to make any improvement to make students more active and have big contribution in the classroom activities. In this cycle, the percentage of the students' involvement is 68.96% (20 students out of 29).

d. Reflecting

From the reflecting phase, based on the result of teaching and observing toward teaching learning process in this cycle the writer and the teacher were not satisfied because of they feel their work hard in this cycle were not enough, any some students that their participation still low, so this situation depend to the result of this cycle.

In addition, based on the result of the post-test II, there were 70,35% students who passed the KKM which increase become 20 students. Although there was an improvement in cycle II, this condition has not reached yet the criteria of success that has been decided. It means that, to get 75% students reach the KKM the teacher and the writer had to repeated again this action in the next cycle.

3. CYCLE III

a. Planning

Preparation is taught the teacher same with the cycle II, make RPP and questions will be given to the students are individual or group questions. **see on Appendix 9.**

b. Implementing

The action of the second cycle was done on Wednesday, May 25st 2016 and on Saturday, May 28st 2016. After reviewing the previous lesson at the second, the teacher started to divide the classroom into seven groups that the form was as same as with the previous meeting. Teacher made sure every student could sit well. Then the teacher put flipchart on the whiteboard. He asked for help two boys for gluing it on the whiteboard. All of the students were curious about the flipchart. The words that was listed in the flipchart as sequence in reciprocal teaching method, there are: prediction, question, clarification, and summarization. After that, the teacher began to explain reading narrative text through reciprocal teaching method systematically. After giving the reading text handout to the students, the teacher present the four steps of reciprocal teaching method to read a text. Teacher appointed the prediction word in the flipchart on the whiteboard firstly. Then the teacher let the students predict about the title. The teacher made a deal with students prediction about the title. The question was for instance, “what is your prediction about the title?” After predicting about the title, the teacher wrote all their prediction on the whiteboard, and then the

teacher had the students read the first paragraph. Later, teacher appointed the next step, question. Directly, teacher offered to the students, the teacher asked, “do you have any question about the first paragraph?” in this section, students were enthusiastic. When all the question from the students can be answered, and it turned for the teacher asked about text to the students, the question, as follow, what is the structure of the first paragraph? How is the characteristic of the character in the text?

During the process of reading, the teacher also clarified their question. The teacher gave an opportunity the students to answer and give their idea related to the text. The teacher also allowed the students to look up the dictionary if they found difficult word. The last, teacher and students summarized together the text in the first paragraph. This activity was continued for the next paragraph. After understanding the whole text, they answer some questions related to the text. Then, the teacher also invited the students to summarize it together. The teacher gave a reward for the active students. The last teacher gave the score for the group that did the exercise.

For the second meeting in the third cycle, the teacher applied same as the previous meeting in the first hours. Before the second cycle will be finished, the teacher gave the post-test II for the students in the second hours to know their progress on comprehending the text.

c. Observing

In the third cycle, the classroom atmosphere in learning process can be seen the students were more curious and silent. They sit well on their own

chair. In addition, the teacher brought a flipchart. This condition was easy for teacher to explain and give the correction feedback to the students. In the process of reciprocal teaching method, when the teacher let students predict and ask question, many students raised their hand to give their idea predictions, and asked many questions related to the text, for example the schematic structure of narrative text, the identification, the characteristic and the rest about vocabulary. There were no students walked to another table and talked with their friends in another groups when the teacher was explaining the lesson. They focused and followed the teacher instruction. The teacher also made a competition among other groups in that activity in order to they had a spirit to be the first to ask the question, and gave detailed opinion about the text. Students were active at the classroom. Moreover, they did the exercise in a group and collaboratively and correctly.

In the second action of the third cycle, the teacher was held on post-test III regarding students' reading comprehension of narrative text. Based on the result of post-test III, the mean score of the class in reading tests gained 77.48 in which there were 23 students who passed as KKM 75. For the learning activities can be describe as following the students participation are giving the ide, asking, answering the question, and doing task on time, for the result **see on Appendix 1.**

Based on the result of the observation checklist, it showed that the student more active than the last cycle. The average of students participation in cycle III was 86.20%. It shows that there was an improvement for the

students' activity in learning and teaching process from cycle II. **see on Appendix 3**

d. Reflecting

From the reflecting phase, based on the result of acting and observing toward teaching learning process in this cycle the writer and the teacher were satisfied because of their work hard to improve students' reading comprehension in this case Narrative text had been reached. There were many improvements after applying the third action of CAR. For example, first, the result of students' participation in the learning reading narrative text was better than the second cycle. It can be seen the behavior students while the teacher was explaining the text through reciprocal teaching method were change, they followed the teacher's instruction and answered teacher's question actively.

Then, in the classroom, students could develop their skill. They felt easy to comprehend the text and felt enthusiastic in learning reading text to analyze the narrative text for instance the identification of structure narrative text, and make a conclusion from the text.

The last, there was a progress of their score from post-test II to post-test III which has been showed more than 75% of students who passed the KKM, it means that that the writer and the teacher decided to stop the Classroom Action Research because it was succeeded. Hence, the writer and the teacher did not need to rearrange for next planning.

Based on the result of the evaluation between the writer and the teacher, it should be concluded that the implementing of Classroom Action Research can improving student's reading comprehension through reciprocal teaching method.

C. Discussion

The discussion of the data after implementing the action consisted of two parts. Those were the result of post interview and the result of post-test. For further description as following:

1. The Result of the Interview after CAR

Conducting the interview after CAR was on Saturday, May, 28th 2016. the writer carried out the interview with the teacher started 10.00 AM and finished at 10.20 AM. The writer discussed with the teacher about CAR that had been accomplished. This purpose was to know teacher's response concerning reciprocal teaching method in a Classroom Action Research. The questions proposed to the teacher involved the general condition in English class during Classroom Action Research, the difficulties in implementing reciprocal teaching method during Classroom Action Research, and the strategy that had been applied to overcome the problems.

First of all, the general condition in English class during the action. The teacher said that the condition in teaching learning process were better than before. He added, the students who always talked and ignored the material when there were reading text session previously, they became

more enthusiastic in learning reading text in Classroom Action Research. They could know the organization of narrative text and understand the story of the message. Moreover, he revealed that students' comprehension was also improved, it could be proven by predicting the title as the first, giving idea about the text and answer the question correctly. In addition, it can be seen from the result of their test, there was an improvement. Then, the teacher assumed that the reciprocal teaching method was a good creativity to teach students at the classroom because teaching learning activity became variety and fun.

The next question was about the barriers that the teacher found during teaching reading text through reciprocal teaching method in a Classroom Action Research (CAR). The teacher said that they felt hard in the earlier step because the students became noisy and as the result , they did not pay attention. Moreover, another case, they ashamed and passive student when the teacher asked something to them. Another difficulty, when the teacher had students summarized the text using their own words; they spent long time to arrange it.

The last was the question deal with the strategy that had been applied to overcome the problems. The teacher said that to handle the difficulties when teaching learning process was by making sure that all of the students sit comfortable in a group, because they have different characters. For the second, the teacher added that he gave them a clear and

slow explanation in order to make students focus and reward for instance a point for students who give the correct answer.

2. The Result of the Post – Test

Before the students completed the test, the writer had finished made the multiple choice items. Furthermore, the writer inputted the result of data including the pre-test, post-test I, post-test II, and post-test III into a table as following:

Table
The Students' Reading Score of pre-test, post-test I, post-test II, and post-test III

No.	Number of Students' Prime	Pre – Test	Post – Test of Cycle I	Post – Test of Cycle II	Post – Test of Cycle III
1	2633	54	65	72	75
2	2646	75	76	75	84
3	2671	75	78	82	90
4	2676	76	76	80	84
5	2677	35	47	49	52
6	2683	55	63	65	68
7	2684	76	79	84	92
8	2688	75	77	80	82
9	2691	43	46	46	49
10	2696	76	78	78	84
11	2703	64	75	78	82
12	2707	45	58	62	76
13	2711	72	75	80	80

14	2712	75	78	82	85
15	2715	65	76	78	80
16	2719	45	66	70	76
17	2737	48	70	76	80
18	2738	50	72	78	78
19	2740	48	68	73	78
20	2753	60	75	78	81
21	2757	76	76	84	82
22	2762	65	70	75	76
23	2765	70	79	85	92
24	2771	70	75	78	80
25	2773	65	78	82	88
26	2775	70	78	80	80
27	2776	37	42	44	58
28	2778	42	45	45	50
29	2779	75	78	82	85
Total of Score		1782	2019	2121	2247
The Mean of Score		60,58	69,62	73,13	77,48
The Percentage of Students who get Min. 75		31,03%	58,62%	70,35%	82,75%

In analyzing quantitative data, the writer compares the result of pre-test, post-test I, post-test II, and post-test III. The writer and the teacher see the significant improvement among the test. Therefore, the writer inputted the result of data including pre-test, post-test I, post-test II, and post-test III.

To compare the test result between the pre-test and post-test of each cycle, the writer uses several steps. Those are calculating the students' mean score of the test and calculating the class percentage.

In analyzing the data of pre-test, the writer has to get mean score of the class:¹

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

$$M = \frac{1782}{29} \qquad M = 60.58$$

From that calculation above, the mean score of the class in pre-test is 60.58. it means that the students' reading mean score before using reciprocal teaching method in Classroom Action Research is 60.58.

The next step, the writer has to know the percentage of students' score who passed the KKM (75). It is calculated as following:²

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

$$P = \frac{9}{29} \times 100\% \qquad P = 31.03\%$$

¹ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT.Raja Grafindo Persada, 1987),p.82

² Ibid.,p.43

From that computation, the students' percentage in the pre-test is 37.93%. it means that only 11 students who pass the KKM and there are 18 students who are still below the KKM.

In the 1st cycle of post-test I, seventeen students pass the KKM. The mean score post-test I is 69.62, the calculation as following:

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

$$M = \frac{2019}{29} \qquad M = 69.62$$

From that calculation, the students' mean score of post-test I in first cycle is 69.62. it proves that there are some improvement from pre-test mean score. It should be seen from the pre-test mean score (60.58) to the mean score of post-test I (69.62). it improves 9.04 (69.62 – 60.58).

The next step is to know the percentage of students who pass the KKM in the first cycle. The calculation by using as follow:

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

$$P = \frac{17}{29} \times 100\% \qquad P = 58.62\%$$

From that calculation, the class percentage which passed the KKM is 58.62%. it means that in the first cycle of Classroom Action Research, there are

17 students who pass the KKM and there are 12 students who are still low or under the KKM.

Furthermore, in the second cycle of Classroom Action Research (CAR) the writer also calculates the result of post-test II to know the students' mean score and the percentage of the students who passed the KKM using formula:

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

$$M = \frac{2121}{29} \qquad M = 73.13$$

From that calculation, the mean score of post-test II is 73.13. It means that there were some student's improvement score 3.52 (73.13 – 69.62) from the mean score of post-test I.

The second step is to know the percentage of students who pass the KKM. It is calculated by using as follows:

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

$$P = \frac{20}{29} \times 100\% \qquad P = 70.35\%$$

From that calculation, the class percentage which passed the KKM is 70.35%. it means that in the first cycle of Classroom Action Research, there are

20 students who pass the KKM and there are 9 students who are still low or under the KKM.

Based on the result the writer added the cycle of research because there aren't 75% students passed the KKM. Furthermore, in the third cycle of Classroom Action Research (CAR) the writer also calculates the result of post-test III to know the students' mean score and the percentage of the students who passed the KKM using formula:

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

$$M = \frac{2248}{29} \qquad M = 77.48$$

From that calculation, the mean score of post-test II is 77.17. It means that there were some student's improvement score 4.354 (77.48 – 73.13) from the mean score of post-test II.

The second step is to know the percentage of students who pass the KKM. It is calculated by using as follows:

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

$$P = \frac{24}{29} \times 100\% \qquad P = 82.75\%$$

The calculation shows that there 82.75% students who passed the KKM in cycle III. It means that cycle III there are 24 students who pass the KKM and 5 students are below the KKM. The class percentage of post-test III shows some improvements from the previous test; the improvements is 51.72% (82.75% - 31.03% from pre-test) or 12.4% (82.75% - 70.35% from the class percentage of post-test II).

D. The Interpretation of the Result

Based on the calculation the students mean score and the class percentage, the interpretation of the data result among the pre-test, the post-test cycle I, the post-test cycle II, and the post-test cycle III as following:

Before implementing CAR, student's mean score of the pre-test is 60.58. Meanwhile, the class percentage of students who pass the KKM is 31.03%. It can be said that from 29 students, there are only 11 students who pass the KKM (75).

Furthermore, the mean score of after implementing reciprocal teaching method by CAR, there are some students' score improvement from the previous test (pre-test), that is 9.04 (69.62 - 60.58). Meanwhile, the class percentage which pass the KKM in post-test I is 58.62%. It shows there are 17 students who pass the KKM and other was still under KKM. That condition could not achieve the target yet of success CAR, because the criterion of action success at least min. 22 students who pass the KKM. That is why the writer and the teacher continue to the second cycle.

After calculating the result of students' score post-test II, the mean score in the post-test of second cycle is 73.13. Meanwhile, the class percentage that passed the KKM is 70.35%. It means that there are 20 students whose scores pass the KKM and there are 9 students still under the KKM. And the results are still not enough to the criteria of success, that is 75% of students must pass the KKM. That is the reason why the teacher and the writer continue this research until the third cycle.

After calculating the result of students' score post-test III, the mean score in the post-test of third cycle is 77.48. Meanwhile, the class percentage that passed the KKM is 82.75%. It means that there are 24 students whose scores pass the KKM and there are 5 students still under the KKM. The class percentage shows some improvement: 51.72% (82.75% - 31.03% from pre-test) or 12.4% (82.75% - 70.35% from the class percentage of post-test II). The post-test III has fulfilled the target of Classroom Action Research (CAR) success, that is above 75% of students could pass the KKM. Automatically, that the Classroom Action Research (CAR) is successful and the next cycle is stopped.