THE IMPLEMENTATION OF COLLABORATIVE
STRATEGY IN TEACHING READING COMPREHENSION

(A Pre- Experimental Research at Eleventh Grade of MA Mannongkoki Takalar)

A THESIS

By

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHERS TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2018

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Submitted to the Faculty of Teachers Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the
degree of Education of English Department

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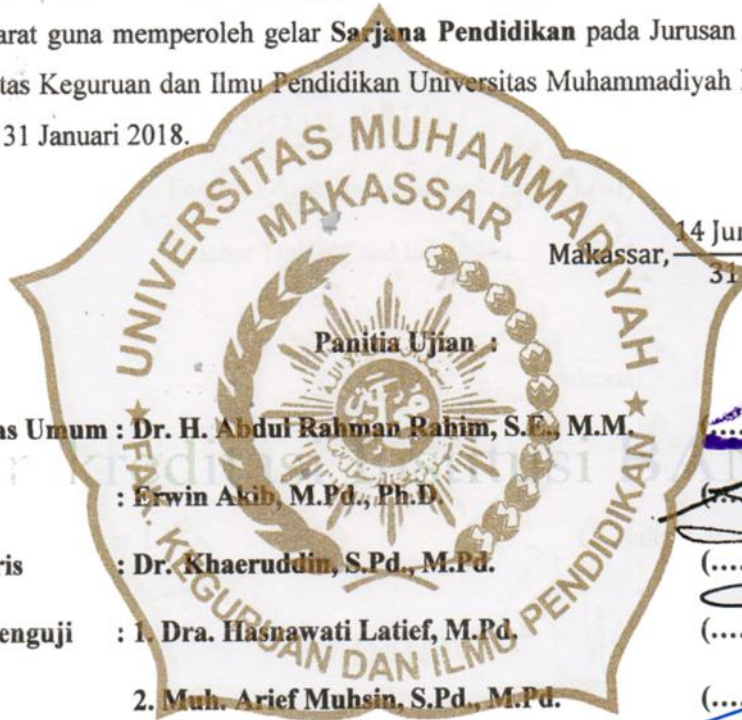**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2018

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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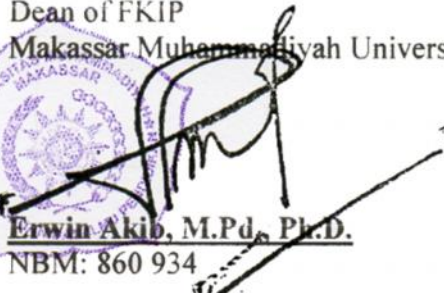
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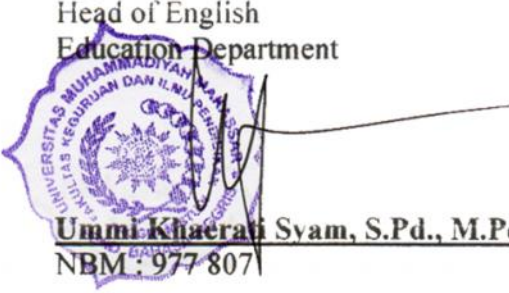**Dr. Abd. Muin, M.Hum.**

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SITI PATIMAH

MOTTO AND DEDICATED

''Anyone who is satisfied with the God-given to them. God will make it wealthy.''

''Do not judge me by my success, judge me by how many times I fell down and got back up again (Nelson Mandela) ''

I dedicated this great creation by my lovely and loyalty expression to my beloved mother and father who was always accompanied by pray and gives their love for my success and others who never stop to motivate.

ABSTRACT

Patimah, Siti. 2017. *The Implementation of Collaborative Strategy Reading in Teaching Reading Comprehension (A Pre- Experimental Research at the Eleventh Grade of MA Mannongkoki Takalar).* Thesis, English Education Department, Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Advisers: (1) Abd. Muin (2) Hj. Ilmiah.

This research aimed to finding out the improvement of the students' reading comprehension in terms of literal comprehension dealing with main ideas and interpretative comprehension dealing with conclusion. It conducted three processes, namely pretest, treatment and posttest consisted of six meetings.

The researcher used a pre- experimental method. It used a purposive sampling. The total number of sample was 30 students. The research used essay test of reading test as instrument in pre-test and post-test.

The research findings indicated that Collaborative Strategy Reading gave greater contribution to the students' reading comprehension. In literal level, the students' mean score of pretest was 58 and it was classified as poor, posttest was 77 and it classified as fair good and the improvement of students' achievement in literal was 32.7%. In interpretive level, pretest was 59 and it classified as poor, post-test was 76, it classified as fair, and the improvement of students' achievement in interpretive was 28.8%. Where the t-test is greater than t-table means that there is significantly difference between pretest and posttest after using treatment. It indicates that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Therefore, the data of posttest as the final result gave significant improvement. It was concluded that the use of Collaborative Strategy Reading (CSR) was able to give greater contribution in teaching and learning reading comprehension in MA Mannongkoki Takalar.

Keywords: *Collaborative Strategy Reading, Reading Teaching, Literal and Interpretive Comprehension.*

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بسم الله الرحمن الرحيم

In the name of Allah, the Most Gracious, the Most Merciful

Alhamdulillah, all praises be to Allah SWT, the Lord of the Universe who has been giving and blessing the researcher until she could complete this *Thesis* entitled "*The Implementation of Collaborative Strategy Reading in Teaching Reading Comprehension (A Pre- Experimental Research at Eleventh Grade of MA Mannongkoki Takalar)*". Peace and salutation are upon the greatest Prophet Muhammad SAW, her family, companions, and adherents.

In writing this thesis, the researcher found many difficulties, so the researcher realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the researcher needs correction and suggestion. The researcher would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

1. My highest appreciation and deepest thankfulness to my beloved parents Selle and Nurhayati, my beloved sisters and brother Asniani, Rosnaelyanti, Siti Aisyah and Muhammad Hafis who always be my best family, And all of my family for the attention, support and their love.

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May Allah bless them all, Amen. Finally, the researcher realizes that this Thesis still has some weakness and mistakes. Therefore, she will accept any constructive suggestions and critics to make this thesis better.

Makassar, 04 October 2017

Researcher

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CHAPTER I

INTRODUCTION

A. Background

Teaching of English as a foreign language in Indonesia covers four skills, namely; listening, speaking, reading and writing. Reading is the most important skills developed in order everyone to improve the knowledge. Reading is a source of getting information from media. In general people intend to be able to read and understand English texts because many of the books are written in English, (Tarrigan, 2008:85).

Teaching reading is an integral part of teaching English. Reading comprehension skill in fundamental obtaining progress through reading students give comforting for students to grow and develop in their society without losing any chance to enjoy the pleasure of reading itself,(Klingner& Vaughn, 1996:275).Reading is one of the four language skills that has important role in human life. It is a part of the receptive skill. People can increase their own knowledge, information and experience through reading activity. The fact shows that global development of information (e.g print information) is very dominant nowadays. For instance, the information that is available on internet, book, newspaper, magazine, and journal is presented in printed material. Therefore, reading is believed as one effective way to acquire various written information including science and technology,(Pamela, 2004:48).

In addition (Kustaryo,1988:2) concludes that reading is combination of alphabet recognition, intellect, emotion which is related to the background knowledge of the reader to understand the written message.

Reading is a complex process of responding meaning by encoding written symbol in any kind of text, because it involves both conscious and subconscious concept of meaning. Besides that the importance of reading to students is quite vast and then, by reading, we can learn things , develop new skills, and so many things. Eskey, (2002:25). Suggests that reading is a process of obtaining information from a written text that does not involved converting written language into spoken.

Based on the researcher that had done pre-observation at the second year Students of Madrasah Aliyah Mannongkoki found many problems in teaching learning process. The problems were; poor mastery over vocabulary, habit of cramming instead of learning and understanding; mission is to pass examination not to develop skill, weak sentence structure and tenses, not using the tricks to infer the meaning from context, no habit of reading the newspaper, articles, novels and other books, and a lack of interest from both sides: from teachers and students in developing the skill.

Syamsuriadi (2010:1) states that to develop the students' reading one must find out an effective way of teaching and learning process especially reading comprehension. In this case, the researcher is intending

to apply an approach in teaching reading namely Collaborative Strategy Reading. In addition, according to Grabe,(2009:33), Collaborative Strategy Reading is a promising approach to combined- strategies instruction that draws on both reciprocal teaching and cooperative learning.

The researcher is interested in doing a research entitled Implementation of Collaborative Strategic Reading because the researcher found the same problem above in MA Mannongkoki Takalar when doing teaching practice there. The students' reading ability is classified as poor readers and the majority of the students of content to read of poor quality because they are still have a little vocabulary. She goes to expect the student should increase about their ability in English in terms of the achievement in reading skill.

B. Problem Statement

Based on the statement in the background above, the researcher were formulates the research questions as follows:

1. How does the improvement of the students' literal reading comprehension through Collaborative Strategy Reading (CSR) at the eleventh grade student of MA Mannongkoki Takalar?

2. How does the improvement of the students' interpretive reading comprehension through Collaborative Strategy Reading (CSR) at the eleventh grade students of MA Mannongkoki Takalar?

C. Objective of the Study

This research aims of finding out the implementation of Collaborative Strategy Reading in improving students' reading comprehension of MA MannongkokiTakalar.

The objectives of the study were to find out;

1. The improvements of the students' literal reading comprehension (main idea) after the treatment through Collaborative Strategy Reading(CSR) at the eleventh grade students of MA Mannongkoki Takalar.

2. The improvement of the students' interpretive reading comprehension (conclusion) after the treatment through Collaborative Strategy Reading(CSR) at the eleventh grade students of MA Mannongkoki Takalar.

D. Significance of the Study

The result of this research expected to be an alternative contribution to improve the students' reading comprehension. It is also expected to be useful information for the English teacher at Madrasah Aliyah Mannongkoki about the use of Collaborative Strategy Reading (CSR) in improving the students reading comprehension that increase their quality in teaching English especially in teaching reading.

E. Scope of the Study

The scope of this study was restricted to build up the students' reading comprehension that was focus on literal comprehension is identifying main idea and Interpretative comprehension is conclusions.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Findings

There are some researchers who had conducted some studies relating to Collaborative Strategy Reading. They are as follows:

1. Wahyudin (2014) in his thesis, "Using Collaborative Strategy Reading (CSR) to Development Reading Comprehension of the Second Year Student". He found that the result of data analysis indicates that there was a significant difference from the development of the students reading comprehension through Collaborative Strategy Reading. It was proved by the result of statistical analysis which indicated to the pre-test was (64.5) and the post test was (78.2). It is found that the t-counted was (6.75)6greater than t-table (1.711). Based on the result of analysis, it can be concluded that the use of Collaborative Strategy Reading comprehension of the second year students at MTS Darud Da'wahWal-Irsyhad Pasangkayu.

2. Rosalina (2013), in her thesis," `The Influence of Collaborative Strategic Reading(CSR) TECHNIQUE ON STUDENTS achievement in reading comprehension of narrative text". She found that student by using CSR, have in reading comprehension. She found that the result of data analysis indicates that there was a significant difference of the students' reading ability before and after doing treatment by Collaborative Strategy Reading.

The researchers found that there was a significant increase of students' reading comprehension achievement after being taught through Collaborative Strategy Reading. This could be seen from the T- test result which showed that the students' mean score of post-test in experimental class (82.20) was higher than pre-test (59.28 with gained score) was 22.92. The students also have better achievement and creativity after treated through CSR. She recommended to Implemented CSR in teaching reading comprehension. Her research was focused on the students' reading comprehension in term of dialog and pair students creativity upon reading.

3. Mutmainnah (2011) in her thesis, "The Implementation of Collaborative Strategy Reading in improving Reading Comprehension of SMA 2 Bulukumba". She found that the result of data analysis indicates that there was significant difference of the students' reading ability posttest of experimental group was 5.54 and the mean score of posttest of control group 4.12. It means that the mean score of experimental group in posttest was higher than the mean score of control group (5.54>4.12) and the` result of t-test value was greater then t-table value (7.88>1.671).

4. Rizkih (2011) in her thesis, "Improving the Students' Reading Comprehension through Collaborative Strategy Reading (CSR) at the First Year Students' of SMA Muhammadiyah Limbung". She found that the result of data analysis indicates that there was a significant difference of the students' reading achievement in cycle II is higher than cycle I and diagnostic test. It is proved that the improvement of reading accuracy

which in Diagnostic-Test of the students' means score achievement is 54.92%, but after evaluation in cycle I, the students' literal reading comprehension accuracy becomes 66.22%, and in cycle II is 7.68% is greater than D-Test and cycle I.

The previously research above, were Wahyudin in his thesis Using Collaborative Strategy Reading (CSR) concludes that using the Collaborative Strategy Reading was significant difference of the students' reading ability before and after doing pretest and posttest. While Rosalina in her thesis found that by using the Collaborative Strategy Reading in reading comprehension, the students increase of the students' reading comprehension achievement after being taught through Collaborative Strategy Reading. Therefore, Mutmainnah found that by using the Collaborative Strategy Reading that there was a significant difference of the students' improving reading ability posttest of experimental and posttest of control group.

The other side, Rizkih in her thesis found that by using Collaborative Strategy Reading that there was significant difference of the students' reading achievement in cycle II is higher than cycle I and diagnostic- test after evaluation. Based on the previous above the writer conclude that using Collaborative Strategy Reading was effective to improve in reading comprehension significantly.

B. Concept of Reading Comprehension

1. Reading Comprehension

Reading comprehension is primaliry a matter of developing appropriate efficient comprehension strategies. Some people had formulated definition of reading comprehension, below are various definition of reading comprehension.

a. Smith and Robinson (1980:5) state that reading comprehension means the understanding, evaluating and utilizing and information and ideas gamed through an interaction between reader authors. Reading comprehension is such a kind of dialogue between reader author and a reader in which the written language becomes the medium that causes the dialogue happen when the two people communicate through the medium of print. It is means that with understanding or comprehending the material that have do an interaction with her writer.

b. Ramirez (1995:2) states that reading comprehension is process of an interaction between the writer and the reader construct the meaning of the text through use of comprehension strategies, awareness of textual features (rhetorical structure, vocabulary and grammar)and knowledge of extra textual element (topic familiarity, cultural situation and text type).

c. Kustaryo (1988:2) states that reading comprehension understands what has been read. It is an active thinking process that process that depends not only or comprehension skill but also the students' experiences and

prior knowledge comprehension in involves understanding the vocabulary, seeing in relationship among words and concept organizing idea. Recognizing author purpose, making judgement and evaluating from this point of view, we can say that in reading comprehension there are some factors that can influences the students to understand the reading material quickly such as mastery of vocabulary. And it is very important for the students to make them understand with the reading material by they cannot catch and identify the ideas of the writer.

d. Anderson in Alexander (1987:160) state that comprehension is a specific kind of thinking process that the reader comprehend by actively constructing meaning internally from interacting with the material that is read.

Based on the definition above, the researcher concludes that in learning reading material have to known student's problem in learning because not only the achievement in study want to know but quality of students comprehension also is important. Reading is interactive process of getting information and idea from the author with the text. To realize it there are some method can be used, Collaborative Strategy Reading (CSR) is one of the text.

1. Kinds of reading

Dolores in Salmia (2006:10) classifies into three kinds of reading, namely: reading aloud, silent reading and speed reading.

a. Reading Aloud

Reading aloud is an important thing to do in reading process where the students who knows as the reader are required to read aloud to practice their pronouncing of every words found in the text not to understand the ideas. During reading aloud, teacher also can identify the difficulties the students' encounters in pronouncing the words, when such things happen he can help to correct them directly. Reading can be done by group or individually, he can check whether they can pronounce every word in sentence properly or not.

b. Silent reading

Silent reading is kinds of reading that requires the readers to find out the meaning of words of sentences and the ideas written in the text. In silent reading the students are expected to be able to comprehend the text to answer the comprehension question we will as possible.

During silent reading, teacher can ask the students to draw the conclusion because through silent reading every students can comprehend the text well they will be not only to draw the conclusion but also to retail again what is stated in the text by their own words.

c. Speed reading

Speed reading is reading faster to get the ideas answering some specific question. Speed reading need speed eyes (eyes speed) that help to find the ideas very quickly. If someone's eyes speed is

normal will give him help in doing speed reading. If the eyes speed is getting trouble in speed reading. In apply speed reading, teacher should evaluate the students about how far they are finding out some certain ideas regarded to give question his student's competence in reading comprehension(Smith, 1978:339).

2. Steps of Reading

A good method of approaching these problems is highlighted from the reading session in term of three phases; pre- reading, while reading, and post reading. In line with the three phases in teaching reading and focuses on reading as follows(Brassel and Rasinski,2008:103):

a. Pre- Reading

A teacher who stars the lesson in the way is hardly to motivate the learners. Some examples of learning activities that can be adapted to the pre reading activities are follows:

1) Teacher writer down some key words on the blackboard and explain to the students by using the words into context.

2) Teacher shown the picture related to the topic and ask the students some question based on the given pictures.

3) Teacher writer down key words of context in the white board and ask students.

4) Teacher writer such themes (e.g.: entertainment or politic)in the white board, then asks the generate the theme into lost of same

topics. Teacher, further ask the students to predict to the entitle of the reading text material.

5) Teacher ask students some question orally. The question should tend to the topic of the reading material.

6) Teacher writes down such topic (e.g.: entertainment or politic) in the board, then ask students to predict some vocabulary that will be used in the reading text on the board, then ask the students to predict the topic of the text.

b. While- Reading

While reading activities are such learning activities in other to develop reading comprehension. In this phase, students understand or comprehend the content of reading text materials. This comprehensive activity can after some activities, such as:

1) Reading quickly in order to again:

  a) General ideas (skimming).

  b) Specific ideas (scanning)

2) Reading intensively in order to again:

  a) Detailed information

  b) Referred

  c) Word, phases, and sentences references.

  d) The meaning of certain word, phrases, and sentences based on the text.

c. Post- Reading

Post- reading activities are such as activities to correlate the students' gaining knowledge or information after reading the text and their prior knowledge. Some activities that can use in this phase:

a) Find out synonym and antonym or some words in the text.

b) Find out the meaning of certain symbol, abbreviation, and technical terms related to the text.

c) Identifying advantages or disadvantages of something (e.g. the advantages and disadvantages of travelling by plane, by bus, by car).

d) Telling folk story (in culture them) find out exactly, providence in the map (in theme of geography of Indonesia).

3. Reading Process

Harris (1990:57) states on reading process are follows:

a. Perception

The perception here indicated the ability to read a significant word.

b. Comprehension

The comprehension refers to the ability to make the authors or writers' word conductive to useful through as read in context.

c. Reaction

The reaction is the action that requires consideration in connection with that has been read by the reader.

d. Interaction

The interaction refers to ability to comprehend or understand through concept towards he experienced background of writer that can be useful as a part of the readers' experiences.

2. What is Reading Comprehension

Reading comprehension is the activity between the reader and the writers' idea. Where the writer sends his/her idea in the written symbols and then the readers catches the idea it. Reading is on activity cognitive process of interactive with printing and monitoring comprehension to establish meaning.

Miller (2003:16) states that reading comprehension is ability the students understand that when they read should not only be able to read the words fluently, but so also the student actually tells the story accurately.

Comprehension is specific kinds of thinking process. The reader comprehend by actively constructing meaning internally from interacting with material that is reading. There are five categories of skill through comprehension passage, namely:

a. The ability to summarize a selection in a several word title or heading.

b. The ability to determine the main idea of selection.

c. The ability to recognize key supporting details.

d. The ability to identify vocabulary on concept.

e. The ability to make interferences and draw reasonable conclusion based upon information presented.

3. Levels of Reading Comprehension

The levels of reading comprehension according to Smith (1977:107) are: literal reading, interpretative reading, critical reading and creative reading.

a. Literal Reading

Literal reading refers to ideas and fact directly states on the printed pages. Literals is the skill of getting the primary direct literal meaning of the word, ideas or sentences in context the basic of literal comprehension are recognizing stated main ideas, detail, effect and sequences. This level of comprehension is fundamental to all reading skills at any levels because a readers must first understand what the author said before the read or make valuation. It is the skill of getting primary direct literal meaning of a word, idea, or sentences in context.

b. Interpretive Reading

Interpretive reading involves reading between lines or making inference. This level demands higher level of thinking ability because the question in the category of interpretation is concerned with answer that are not directly stated in the text but are suggested or implied. Smith (1980:218), state that interpretation of reader is read between the lines makes connection, reader between the lines to

get inferences or implied meaning from the text. That is to identify ideal and meaning that are not explicit stated in the written text.

c. Critical Reading

      Critical reading is evaluating written material, comparing the ideas discovered in the material with known standard and drawing conclusions about theirs accuracy, appropriateness, and time lines. Critical reading compares previous experiences to elements in the new material such as content, style, experience, information, and ideas or values of the author. In this level, the reader must be active reader auctioneering, searching for fact, and suspending judgement until she has considered all of the material. That is to evaluate what is read, and examines critically the thought o he writer.

d. Creative Reading.

      Creative reading, involves going to the material presented by author. Creative reading requires the reader to think as they read just as critical reading and it requires the reader to use their imagination in creative reading. The reads try to purpose new alternative to these by writer.

e. Sequencing comprehension is the material written in English generally appears on a page in a left-to-right, top-to-bottom, reader's eyes must follow this sequence when reading.

f. Summarization is a brief statement or set of statement used to show how reader can condescend information to get to the central message of a large information.

4. Concept of Collaborative Strategy Reading (CSR)

1) Definition of Collaborative Strategic Reading

There are many definition of Collaborative strategy Reading given by some experts as follows:

Collaborative Strategic Reading teaches students to use comprehension strategies while working cooperatively. Students' strategies include previewing the text; giving on going feedback by deciding "click" (I get it} or "clunk" (I don't get it} at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas. Klingner, et al in Rajab (2011:5).

Collaborative Strategic Reading (CSR) is a method of teaching reading comprehension strategies originally designed for teacher-led small groups of students in special education whose first language is not English. It was adapted to cooperative learning and peer-led small group instruction in general education classes that include students' with special needs, (Vaughn,2000:32).

a. Implementation of Collaborative Strategy Reading

Collaborative strategy reading can be implemented into phases: (a) teaching the strategies, and (b) cooperative learning group activity or

students pairing, (Bremer, 2002:2).The implementation steps described bellows:

1. Preview

Preview is a strategy to active students prior knowledge, to facilitate their prediction about what they well read, and to generate interest. Preview consists of two activities: (a) brainstorming and (b)making prediction. A teacher introduces previewing to students by asking them to thing about the previews they have seen at the movies. The teacher prompts student to tell what they learn from previews by asking question such as, "do you learn who is going to be in the movie?" or "do you learn in what historical period the movie will take place?". Then the teacher asks them to skim information such as headings, pictures, and words that are bolded or underline to determine (a) what they know about the topic and (b) what they think they will learn by reading the text.

The goals of previewing are:

a) For students to learn as much about a passage as they can in a brief period of time

b) To activate the students' background knowledge about the topic.

c) To help students make prediction about what they will learn

d) To motivate the students' interest in the topic and to engage them in active reading from the onset.

2. Click and Clunk

Clink and clunk (comprehension monitoring) is strategy that teaches students to monitor their understanding during reading, and to use fix-up strategies what they realize their failure to understand text. The teacher describes a click as something that "students know it just clicks". After students run into a brick wall. The students just really do not understand a word the author is using. That`s clunk. Then, the teacher reads a short a piece aloud and asks students to write sown their clunks and then teaches fix-up strategies to figure out the clunks. The teacher can use "clunk cards"(see materials for detailed description) as reminders of fix-up strategies.

The goals of clicking and clunking are:

a) For students to monitor their reading comprehension

b) To identify when they have breakdown in understanding "clunks".

c) To use " fix-up" strategies to figure out clunks:

(1) Reread the sentences without the word. Think about what would make sense.

(2) Reread the sentences with the clunk and the sentences before or after the clunk looking for clues.

(3) Looking for a prefix or suffix in the word.

(4) Break the word apart and look for smaller words you know.

3. Get the gist

Getting the gist means that students are able to state the main idea of the paragraph or cluster of paragraphs in their own words. In this way, students learn how to synthesize information, taking a larger clunk of text and showing it into a key concept or idea. Students are taught to identify the most important who and what, leaving out details. Many teachers require that the students state the main point of the paragraphs in 10 words or less (Klingner, 2007:145).

The goals of getting the gist are:

a) To teach the students to restate in their own words the most important point as a way of making sure they have understood what they have read.

b) To improve the students' memory of what they have understood what they have read.

4. Wrap Up

Wrap up (summarization) is a strategy that teaches students to generate questions and to review important ideas in the text they have read. The wrap-up session provides students with an opportunity to self-monitor their reading while applying metacognitive strategies that further extend comprehension. Wrap-up consists of two activities: (a) Generating question; asking question about the passage and (b) Reviewing; thinking

about what was important that the students have learned from the day's reading assignment.

In addition, students are taught to ask some questions about information that is stated explicitly in passage and other questions that require an answer not right in the passage but " in your head" (Raphael, 1986 in Klingner,2007:145). In other words, students are required to ask questions that involve higher-level thinking skills.

The goals are to improve the students. Knowledge, understanding, and memory of what was read.

  a) Students use question starters; Who, What, When, Why, and How (the 5W's and an H")

  b) Other students try to answer the question about information stated explicitly in the passage, but "in your head".

  c) To review, students write down the most important ideas they learned that they in their Collaborative Strategic Reading learning logs.

  d) They then take turn sharing their "best ideas".

2) Cooperative learning group role

Once students have developed proficiency applying the comprehension strategies though teacher-led activities, they are ready in learn the roles they will perform while using Collaborative Strategic Reading. In their peer-led cooperative learning groups.

Roles are an important aspect of Collaborative Strategic Reading because cooperative learning seems to work best when all group members have been assigned a meaning task. Some teachers find it easier to have students work in pairs, and that has also proven to be successful practice.

In cooperative groups, students do not simply work together on the same assignment; each person must have a key role to play and everyone is responsible for the success of the group. Students are told that they have two responsibilities: to make sure they can learn the material and to help everyone else in their group learn it, too. In this stage, students who have not previously worked in cooperative learning groups may need preparation in order to work productively and effectively.

Most experts on cooperative learning suggest that teacher-selected groups work best, at least until students become proficient of collaboration (Richards, 2007:54). Procedure for using these strategies with groups are outlined bellows:

a. **Set the stage**: the teacher assigns the students into group should include about four or five students of varying ability. Then, the teacher assigns the roles. Roles should rotate on a regular basis so that students can experience a variety of role`s and so that everyone takes a turn being the leader. Students can perform

more than one role at a time, if necessary. Possible roles include the following.

1) Leader. This student's leads the group in the implementation of Collaborative Strategy Reading by saying what to read next and what strategy to apply next.

2) Clunk expert. This students uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

3) Announcer. This student's calls on different group members to read or share an idea.

4) Encourager. This student's watches the group and gives feedback the student encourages all group members to participate in the discussion and assist one another and how to evaluate the other group and gives suggestions for improvement.

5) Reporter. This student reports to the class the main ideas group learns and shares with the other group.

6) Time keeper. This student sets the timer for each portion of Collaborative Strategic Reading and lets the group know when it is time to move on.

b. **Materials.** Collaborative Strategic Reading (CSR) was designed primarily to be used with expository text found in social studies and other content area textbooks, yet

Collaborative Strategic Reading can also be used with narrative text. You should select reading materials with well-formed, interesting passages that are conductive to strategy application. Such as material is characterized by the following; (a) providing clues that help students predict what they will be learning, (b) having one main idea in paragraph and (c) providing context that help students connect information. The following materials may be helpful as a teacher assists students use Collaborative Strategic Reading and cooperative learning technique (Klingner, Vaughn, Dimino, Schumn& Bryant,2001:34).

1) Reading materials. When selecting reading materials for Collaborative Strategic Reading, the following factors are recommended for consideration: (a) reading materials at students' instructional level, which generally refers to students being able to decode about 80% of the words correctly, (b) reading materials having themes and supporting details, (c) reading materials consisting of several paragraph, and (d) reading materials containing clues/pictures for predicting (text center for reading and language arts,2000:14).

2) Clunk cards. Each of the four cards contains one fix-up strategy. Fix-up strategy included in the clunk cards are: (a)

reread the sentence with the clunk and look for key ideas to help you figure out the word, think about what make a sense, (b) reread the sentences before and after the` clunk looking for clue, (c) look for a prefix and suffix in the word that might help, and (d) break the apart and look for smaller words that you know.

3) Clue cards. Clue cards outline the procedures to be followed in a cooperative learning group. They remind students of each step of Collaborative Strategic Reading for each role. Each roles comes with a corresponding cue card that explains the steps to be followed to fulfill that role (see figure 1 for a sample cue card for a Collaborative Strategic Reading leader).

4) Learning logs. Collaborative Strategic Reading learning logs serve two roles: (a) written documentation of learning, assuring the individual accountability that facilitates cooperative learning and (b) study guides for students (see figure 2 for a sample Collaborative Strategic Reading learning log).

5) Timer (optional). Timers that students set by themselves can help groups to remain on task.

6) Score card (optional). The scope keeper in a group follows a cue card to find out when to award points, and records these points on a score card, (Bremer, 2002:4).

c. Process. The basic steps to apply Collaborative Strategic Reading in a cooperative learning group are as follows:

Step 1: whole class introduction. The Teachers introduces the topic, teaches key vocabulary, and provides instructions.

Step 2: cooperative group activity during preview, clink and clunk, get the gist, and wrap up). Each group members plays an assigned role and fills out a Collaborative Strategic Reading learning log during the activity.

Step 3: whole class wrap up strategy. A teacher discusses the day's reading passage, reviews clunks, answers questions, or shares some review ideas.

3) **Role of the teacher in monitoring groups**

During the cooperative group activity teacher's role is to circulate among the groups, clarifying clunks, modeling strategy usage, monitoring cooperative learning techniques, redicting students to remain on-task, and providing assistance.

4) **Follow-up Activities**

The teacher may use many activities to reinforce the key vocabulary and also to assist the teacher in monitoring students'

learning. Each group might complete   a different follow-up activity, and then share their products with the rest of the class.

For example, one group might prepare a semantic map; another group, monermonic devices, another, theme pictures. Students can also prepare games and activities as homework.

5) **Final thoughts**

The teachers we have worked with like what happens in their classrooms: once students learn the strategies (preview,click and clunk, get the gist, and wrap up), they can apply them in cooperative groups. Teachers also value the demonstrated gains that students make on their reading achievement tests, Tiffany Royal in Janette K. Klingner and Sharon Vaughn (1998:37), an inclusion teacher and expert Collaborative Strategic Reading implementer, stated.

"What I like best is that my students learn how to understand what they read while they improve their vocabulary. Also it helps on out end-of-the-year Standford Achievement Test"

Collaborative Strategic Reading can be used in general education classrooms where students with special needs are included for instruction as well as in special education settings, (Klingner& Vaughn, 1996:275).

E Conceptual Framework

The conceptual framework is illustrated on the following diagram;
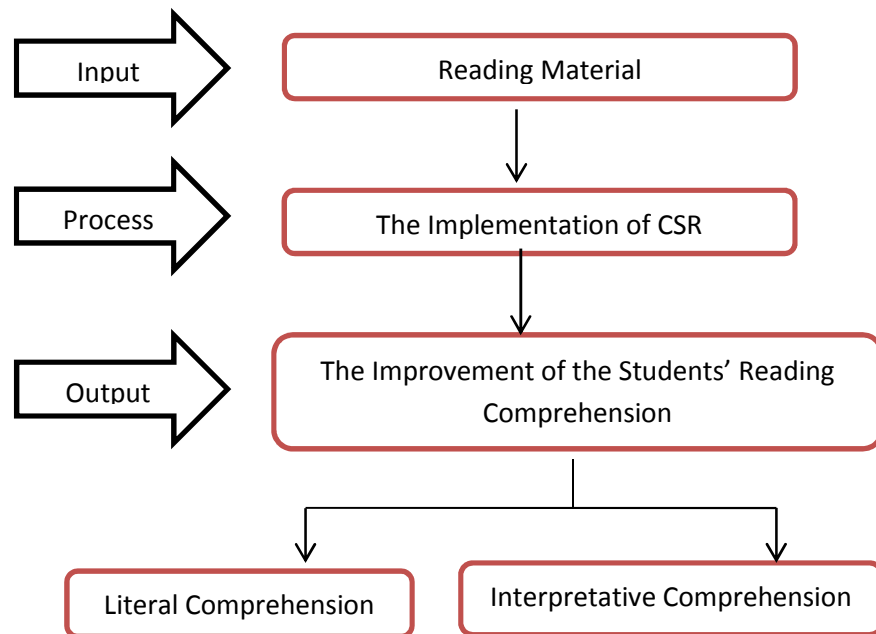
a. Input refers to the use of Collaborative Strategy Reading that is used to reading skill in the classroom.

b. Process refers to the process of teaching and learning reading using Collaborative Strategy Reading (CSR).

c. Output refers to improve the reading comprehension at the level of literal comprehension (identifying the main idea) and interpretive comprehension (generating conclusion).

F. Hypothesis Testing

Based on the problem of the study, the researcher drew the hypothesis of the research. It could be stated as a follows:

1. H_0 (Null Hypothesis): "There is no significant difference of students' reading comprehension ability before and after applying the Collaborative Strategy Reading"

2. H_1 (Alternative hypothesis): "There is significant difference of students' reading

The Criteria for the hypothesis testing are as follows:

Table 2.1 Criteria of Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t- table	Accepted	Rejected
t- test > t- table	Rejected	Accepted

The table above mean (1) the t-test value was smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis was rejected and (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research employed one-group pretest-posttest. This research conducted through three steps of process: pre-test, treatment and post-test. This research conducted through three steps of process: pre-test, treatment and post-test to investigate the improvement of the students' reading comprehension through the implementation of Collaborative Strategy Reading. Pretest was done to measure the students reading comprehension before conducting the treatment. The treatment which was the teaching and learning process was conducted in four meetings in which Collaborative Strategic Reading that was applied as method to improve the students reading comprehension after the implementation of Collaborative Strategy Reading.

The design of this research was described below;

$$O_1 \Rightarrow X \Rightarrow O_2$$
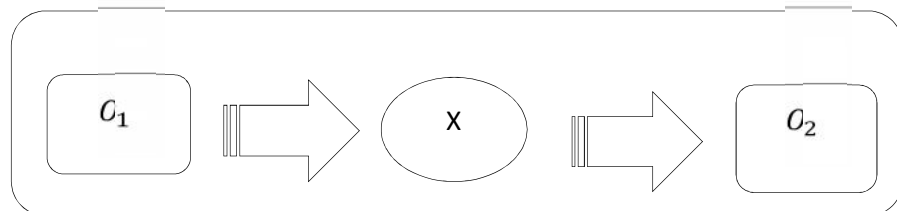
(Gay,2006:252).

Note:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

B. Research Variables and Indicators

1. Variables

There were two variables in this research, namely independent and dependent variables. The independent variable was the Implementation of Collaborative Strategic Reading, and the dependent variable was the improvements of students' reading comprehension in term of literal and interpretative comprehension.

2. Indicators

There were two indicators of reading comprehension, they are:

a. Literal comprehension, which is recognized by the students' ability to identify main idea (e.g.: actions or events; names of characters, places or things in the selection; special circumstances relevant to the story).

b. Interpretive Comprehension, which is recognized by the students' ability to generate conclusions.

C. Population and Sample

1. Population

The population of this research was the eleventh grade students of MA Mannongkoki Takalar in academic year 2016/2017. The number of the population were 60 students, it consists of two classes. Each class consists of 30 students. The researcher takes XI IPA 1 as a sample and the class consists of 30 students.

2. Sample

The researcher used purposive sampling in taking sample. Therefore, samples were divided into two groups based on the number of classroom at grade XI IPA 1. The researcher choose this class because it gave a good response in this research, besides that, the equipment of the class was support the implementation of Collaborative Strategy Reading in teaching students reading comprehension.

D. Research Instrument

The instrument was reading test which consists of pretest and posttest. Pre-test was used to find out improvement of the students' literal reading comprehension after the treatment. The reading comprehension tests namely found the main ideas and conclusion of the story. Then post-test was given to students after giving treatment.

In this research, reading comprehension test was the instruments to collect the data related to the students reading comprehension at the level of literal and interpretative comprehension. The test consists of five (5) for essays test to assess the student's literal comprehension and five number for essay test to measure the students' interpretative comprehension.

Students Literal Comprehension was scored based on the following rubrics,

Table 3.1 Scoring Students' answer

Category	Classification	Score	Criteria
L I T E R A L	Very Good	4	Clearly and accurately to identify the main idea and response includes most of the relevant supporting details of the text
	Good	3	Correctly identifies the main idea and response includes some supporting details of the text.
	Average	2	Identifies the main idea and response includes few supporting details of the text.
	Poor	1	Attempts to identify the main idea however it may be state incorrectly or may be missing and response includes incorrect or irrelevant supporting details.

(Pollar in iqbal, 2011:36).

Students' Interpretative Comprehension was scored based on the following rubric.

Table 3.2 Scoring Students' answer

Category	Classification	Score	Criteria
I N T E R P R E T I V E	Very Good	4	The student's response is complete and analyze really careful. It indicates a very good understanding and clearly follows the original of the text.
	Good	3	The student's response is partial and analyze nearly. It indicates a understanding and follows the original of the text.
	Average	2	The response is fragmentary and less analyze, indicates only minimal understanding and some of sequencing follows the original of the text.
	Poor	1	There is a little or no response. It indicates a serious misunderstanding of the text, errectic and does not follow the original of the text.

(Pollar in iqbal, 2011:37).

E. Procedure of Collecting Data

In this research, there was reading test. The test was conducted twice. Firstly, the students was receive a test before giving treatment that called as pre-test, after giving treatments they received a test again that called as post-test. The pre-test was given to find out the basic knowledge and their ability in reading. The post-test was given to find the students reading ability in reading after giving treatment.

In collecting the data, the researcher uses some procedures as follows:

a. The researcher asked the students to do communicative activity about the material.

b. The researcher given the students' a narrative text.

c. The researcher divides the students' group and every group consist five students.

d. The researcher explained about the topic before the students as example with using Collaborative Strategy Reading.

e. The researcher given forty five minutes to the students to write down the description of the topic.

f.After that the students asks to perform in front of the class orally by using their own word.

g. The researcher given the students the same theme which is used in first test. Once again, the students asked to write down the narrative text. After that, the students asked to perform in front of the class orally by using their own words after implementing Collaborative Strategy Reading.

G. **Technique of Data Analysis**

To find out the implementation of Collaborative Strategy in improving students' reading comprehension, the data was analyzed quantitatively using the data result from test. For analyzing the data, researcher uses the following ways.

1. Calculating the students' score

The students' score of reading comprehension was calculated through the formula:

$$Score = \frac{Students'\ correct\ answer}{Maximum\ score} \times 100 \quad (Sudjana, 1990:83)$$

2. Calculating the Mean Score

The mean score was calculated through the following formula:

$$\overline{X} = \frac{\sum x}{N}$$

Note:

$\overline{X}$:   Mean score

$\sum x$: Total score of the students' score

N   :   The number of students/ sample, (Gay, 1981:289).

3. Classifying the students' score

Table.3.3. The students' score were classified into seven categories based on the following classification of score

No.	Category	Interval
1.	Excellent	96-100
2.	Very good	86-95
3.	Good	76-85
4.	Fairly good	66-75
5.	Fairly	56-65
6.	Poor	36-55
7.	Very poor	0-35

(Layman in Hasmawati,2000:26).

4. To known the significant difference between the score of the pre-test and post-test, the researcher calculated the value of the test by using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{n}}{n(n-1)}}}$$

Note:

$\bar{D}$	=	The mean of difference score
ΣD	=	The sum of difference score
n	=	The total number of sample
t	=	The test of the significance,(Gay, 1981:331).

CHAPTER IV

FINDINGS AND DISCUSSION

A. **Findings**

In this part, the researcher describes the students' pretest and post-test score in Reading Comprehension. The data score obtained through Literal and interpretative comprehension.

1. The Improvement Mean score of the Students' Reading Comprehension through Collaborative Strategy Reading.

The improvement of the students' Reading comprehension, which focused on main ideas and Conclusion as indicators in XI IPA class of MA Mannongkoki as result of the students' assessment of Diagnostic-Test, pre-test and post-test can be seen clearly in the following table:

Table 4.1 Students' Mean Score of Reading Comprehension

No.	Indicators	Mean Score		Improvement (%)	Classification	
		Pre-test (X_1)	Post-test (X_2)		Pre-test (X_1)	Post-test (X_2)
1.	Literal (Main idea)	58	77	32.7%	Fairly	Good
2.	Interpretive (Conclusion)	59	76	28.8%	Fairly	Good
	Total (X)	117	153	30 %		

The result of the data analysis from pretest and post-test of the students' Reading Comprehension are shown by the mean scores of indicators in the table above. The mean score of main idea in pre-test is (58) which is the

low score of the student namely 35 and the higher score namely 70 classified as Poor score. Then, the mean score in post-test (77), which is the low score namely 70 and the higher score namely 90 and classified as good. So, the development of students is 32.7%. It means that the students' Reading comprehension in term of Literal Comprehension had developed after treated by using Collaborative Strategy Reading. The mean score of conclusion in pre-test is 59, which is classified as fairly but the mean score in post-test (76)is Good, which is classified as Good and the development students is 28.8%. It means that the students' Reading Comprehension in terms of Interpretive Comprehension had developed after treated by using Collaborative Strategy Reading.

Chart 4.1 Students' mean score of Literal Comprehension
in Reading
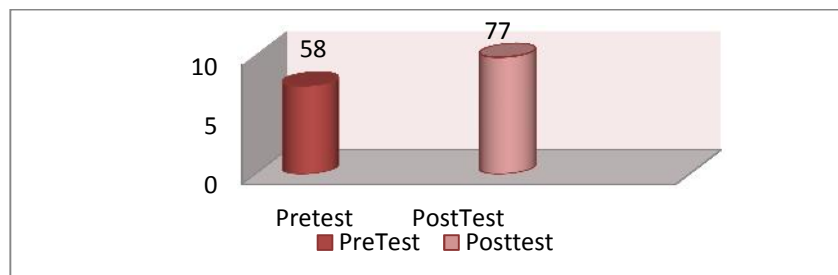
The chart above shown the students' mean score in main idea is 58 and in Post Test is 77. It is indicates that the students' Literal Comprehension that covers main idea had developed after treated by Collaborative Strategy Reading comprehension.

Chart 4.2 Students' mean score of Interpretive Comprehension
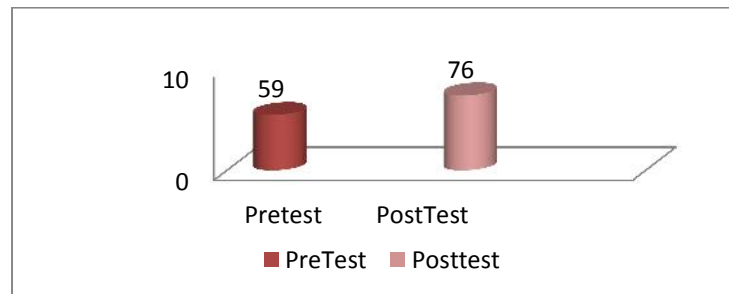
in Reading

The chart above shows the students' mean score in Conclusion is 59 and in Post-test is 76. It is indicates that the students' Inferential comprehension that covers Conclusion had developed after treated by Collaborative Strategy Reading.

Table 4.2 Classification of the students score Reading Comprehension in term of Main Idea (pre-test and post-test)

No.	Classification	Score	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	9.6-10	0	0%	0	0 %
2.	Very Good	8.6-9.5	0	0%	0	%
3.	Good	7.6-8.5	0	0%	15	50%
4.	Fairly Good	6.6-7.5	7	23.33%	14	46.66%
5.	Fairly	5.6-6.5	11	36.66%	1	3.33%
6.	Poor	3.6-5.5	11	36.66%	0	0%
7.	Very Poor	0.0-3.5	1	3.33%	0	0%
	Total		30	100%	30	100%

Based on the data of the result observation indicates that some students' still lack of main ideas in pretest, where is 1 student (3.33%)got very poor score, 11 students' (36.66%) got poor score, 11 students(36.36%) got fair and 7

students'(23.33%)got fairly good score,. Therefore, after treatment and evaluation in the post-test that there is significant improvement, where is 1 student (3.33%)got fairly score,14 students' (46.66%) got fairly good score, and 15 students' (50%)got good score.

Table 4.3 Classification of the Students score Reading Comprehension term of Conclusion.

No.	Classification	Score	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	9.6-10	0	0%	0	0 %
2.	Very Good	8.6-9.5	0	0%	1	3.330 %
3.	Good	7.6-8.5	0	0%	11	36.66%
4.	Fairly Good	6.6-7.5	5	16.67%	17	56.67%
5.	Fairly	5.6-6.5	13	43.33%	1	3.33%
6.	Poor	3.6-5.5	12	40 %	0	0%
7.	Very Poor	0.0-3.5	0	0 %	0	0%
	Total		30	100%	30	100%

Based on the data of the results observation indicates that some students' still lack of main ideas in pre-test, where are 12 students' (40%) got poor, 13 students' (43.33%) got fair, and 5 students' (16.67%) got fairly good. In post-test, indicated that some of the students' have improvement of content in reading comprehension. Than the pre-test, post-test become improve where is 1 student (3.33%) got fair, 17 students' (56.67%) got fairly good, 11 students' (36.66%) got good and 1 student' (3.33%) got very good.

Table4.4. The Significance of the Students' Reading Comprehension

No.	Component	t-test Value	t- Table	Description
1.	Literal Comprehension	8.71	1.699	Significance
2.	Interpretive Comprehension	19.26	1.699	Significance

The table shows that t-test value of literal comprehension was greater than t-table value (8.71>1.699) and also t-test value of Interpretive comprehension was greater than t-table value (19.26>1.699). It meant that there was significance difference between the students' reading comprehension before and after the researcher using Collaborative Strategy Reading to the eleventh grade of MA Mannongkoki Takalar. It was show that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was rejected.

B. **Discussion**

The research finding indicates that the students' reading achievement by using Collaborative Strategy Reading shows the improvement of the students reading ability in terms of literal reading (main idea) and Interpretive reading (Conclusion), from the improvement shows the process in pre-test and post-test.

The data of students were collected through test as explained in previous finding section shows that the students' comprehension in

Reading is developed the students' mean score significantly after treated by using Collaborative Strategy Reading is better than before the treatment is given to the students. Before giving treatment, the students' comprehension in reading was categorized as Fair. After giving the treatment, their ability was significantly developed and categorized as Fairly Good score.

1. **Students' Literal Reading Comprehension Throught Collaborative Strategy Reading (CSR)**

   Students' literal reading comprehension supported by the score of students on pre-test in mean score was 58 and 77 beforeapplied Collaborative Strategy Reading the student could not decide clearly identified main idea by providing strong evidence, details relating to the main idea. But after applied Collaborative Strategy Reading the students easily for decide main idea

   After calculating the students' of indicator of literal cotmprehension in pre-test and post-test also explain the classification of the students' comprehension. In pre-test there was 1 (3.33%) students got very poor, 11 (36.66%) students got poor, 11 (36.36%) students got fair and 7 (23.33%) students' got fairly good and then none of them got excellent, very good, and good. After doing treatment, the students' score classification in post-test changed 1(3.33%) students' got fairly, 14 (46.66%) students got

fairly good, 15 (50 %) students' got good, and then none of them got very poor, poor, fairly, very good and excellent.

Based on the finding above in applying Collaborative Strategy Reading Approach in class, the data collected through the test as explained in the previous findings section shows that the students' literal comprehension to findings section shows that the studean om the ments' literal comprehension to finding main idea significantly improved. The data on table 4.1 showed that the score of finding main idea improved 41.8% from the mean score 54.3 on Pretest to be 77 on post test. The score of the students' post-test was higher than the mean score of the students' pre-test

2. **Students Interpretive Reading Comprehension Throught Collaborative Strategy Reading**

Students' interpretive reading comprehension it is supported by the score of students on pre-test in mean score was 59 and 76 before applied Collaborative Strategy Reading the student could not decide clearly identified conclusion by providing strong evidence, details relating to the conclusion. But after applied Collaborative Strategy Reading the students easily for decide conclusion

After calculating the students' of interpretive reading comprehension in pre-test and post-test also explain the classification of students' improvement of interpretive reading comprehension. In pre-test there was 12 (40%) students got poor and

13 (43.34%) students got fairly good, 5 (16.67%) and then none of them got excellent, very good , good fair and very poor. After doing treatment, the students' score classification in post-test changed 1 (3.33%) students got fairly, 17(56.67%) students got fairly good, 11 (36.66%) students got good, 1(3.33%) student got very good and then none of them got very poor, poor and excellent.

Based on the the finding above in applyng Collaborative Strategy approach in the class, the data was collected through the test as explained in the previous finding section show that the students' interpretive comprehension to making conclusion significantly improvement. It supported by the mean score post-test of the students' interpretive comprehension to making conclusion was higher than pre-test.

3. **The significant Difference of T-test and T-Table**

Through the result of pretest and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 30 indicated that t-table value is and t-test value 8.71. Therefore, It can be concluded that statistically hypothesis of Hi is accepted and the statistically hypothesis of H0 is rejected . It means that the using of CSR teaching reading comprehension could improve the students' reading.

Reading comprehension is ability the students understand that when they read should not only be able to read the words fluently,

but so also the Students actually tell the story accurately (Miller, 2003:16). Reading comprehension means understanding, evaluating and utilizing and information and ideas gamed through an interaction between reader authors. Reading comprehension is such a kind of dialogue between and author and a reader in which the written language becomes the medium that causes the dialogue happen when the two people communicate through the medium print. It is means that with understanding or comprehending the material that have do an interaction with her writer (Smith and Robinson, 1980:5).

By seeing the alteration of students' development classification proved that using Collaborative Strategy Reading had developed the students' literal and Interpretive Comprehension in reading comprehension. They could help the students to develop their thoughts in getting idea or making Conclusion in reading process. It pre-test, there were some students in answering the question of getting idea and making Conclusion of their reading was not true become could be understood.

From the discussion above , the use of Collaborative Strategy Reading effective in improving the students' interpretive reading comprehension at the Eleventh grade students of Madrasah Aliyah Mannongkoki can improve the students' achievement and their ability to understand the materials of reading comprehension in post-test after giving treatment. This can be proved by the result of findings about the students'

literal comprehension dealing with main ideas and interpretive comprehension dealing with making conclusion.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusion and implication of the research findings, some suggestion to the finding for the improvement of teaching reading comprehension by using Collaborative Strategy Reading.

A. Conclusion

After conducting The Pre-Experimental Research about The use of Collaborative Strategy Reading effective in improving the students' interpretive reading comprehension and based on the research findings in the previous chapter, the researcher concludes that:

1. The use ofCollaborative Strategy Reading improvein Teaching English Reading had developed the students' comprehension in terms of Literal Comprehension. It has been proved that the students' mean score. The data analysis shows the students' mean score pre-test is 58 classified as a fair score different between post test is 77 and classified as a fairly good score. So, the improvement of students' achivement in literal was 32.7 %.

2. The use of Collaborative Strategy Reading (CSR) improved in Teaching English Reading had developed the students' comprehension in terms of Interpretive Comprehension. It has been proved that the students' mean score. The data analysis shows the students' mean score pre-test is 59 and classified as a poor score different between post test is 76 and

classified as a fairly good score. So, the improvement of students'
achivement in interpretive was 28.8%.

B. Suggestions

Based on the previous chapter, the researcher suggested:

1. There are so many strategies, models or approaches in teaching english especially in reading that was developed by the expert. Therefore, the teacher should leave the conventional strategies in teaching. As the researcher saw when applying CSR approach, the students enjoyed to work in collaborative. They did not fell bored because this approach allowed other strategies work together so the students did not just read and answer the question but they themselves try to find the answer and share with other student.

2. The teacher is no the source of knowledge, one of their function is as the knowledge. Therefore, the teacher should give the students many opportunities to find the knowledge through teaching them the strategies.

3. For further researchers, it is suggested to conduct further research of CSR that applied control group to find out the effectiveness of this strategy.

4. The students are expected to improve their intensity in learning reading through Collaborative Strategy Reading (CSR).

5. The students need to realize that learning has two way process, not only teacher-center but also students-center. It means that they significant roles in achieving their success in study.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : MA Mannongkoki Takalar

Mata Pelajaran: Bahasa Inggris

Kelas / semester : XI IPA /Ganjil

Aspek/ Skill: Reading

Alokasi waktu : 2X 45 menit (1X Pertemuan)

Pertemuan ke : 1

A. Standar kompetensi
   Memahami makna dalam teks tulis monolog, fungsional pendek dan esai
   sederhana berbentuk narrative dan dalam konteks kehidupan sehari-hari
   dan untuk mengakses ilmu pengetahuan.
B. Kompetensi Dasar
   Merespon makna dan langkah retorika teks tulis esai secara akurat, lancer
   dan berterima dalam konteks kehidupan berterima dalam konteks
   kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam
   konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan
   dalam teks berbentuk narrative.
C. Indikator :
   1. Mengidentifikasi ide pokok dalam teks
   2. Mengidentifikasi supporting idea
   3. Mengidentifikasi makna yang terkandung dalam text.
D. Tujuan Pembelajaran
   1. Siswa mampu mengidentifikasi ide pokok dalam teks
   2. Siswa mampu mengidentifikasi supporting idea
   3. Siswa mampu mengidentifikasi makna yang terkandung dalam teks
E. Materi Pembelajaran : Narrative Text

Once upon a time there lived a little girl, named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take snow white with them.

Snow White didn't want her uncle and aunt to do this. So, she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she un away into the wood.

In the wood she felt very tired and hungry. Then she saw a cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found snow white woke up. She saw the dwarfs. The dwarfs said; " what is your name? " snow white said;" My name is Snow white". One of the dwarfs said; " If you wish, you may live here with us". Snow white told the whole story about her. Then Snow white and the seven dwarfs' lived happily ever after.

1. Find the main idea of each paragraph
2. Answer the question below based on the text
    a. Why snow white run away?
    b. Where Snow white live?
    c. How many dwarfs in the story?
    d. What lessons can we learn in the story?
    e. What lessons can we learn in the story?
3. Make conclusion based on the question above
F. Metode Pembelajaran : Collaborative Strategy Reading
G. Kegiatan pembelajaran
    Opening (5 minutes)
    The writer introduces herself to the students
    Main activity

- The students answer the pre-test
- The writer submit the answer sheet of students.
- The writer and the students discussed the questions of pretest and posttest.

Final Activity (10-20 minutes).

- Feedback/ correction from the writer.

H. Sumber Belajar : Look A Head XI, Internet (WWW.englishdirection.com)

I. Penilain Hasil Belajar

Indicator pencapaian kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument/soal
Mengidentifikasi ide pokok paragraph. Mengidentifikasi makna text.	Tes tulis Tes Tulis	Essay Essay	Find the main idea of each paragraph? Answer the question below and make conclusion based on the text.

Pedoman penilaian:

Skor maksimal 4

Nilai siswa= skor penilaian X 100
        Skor maksimal

Rubrics penilaian:

Category	Classification	Score	Criteria
L I T E R A L	Very Good	4	Clearly and accuracy to identify the main idea and response includes most of the relevant supporting details of the text.
	Good	3	Correctly identifies the main idea and response includes some supporting details of the text
	Average	2	Identifies the main idea and response includes few supporting details of the text..
	Poor	1	Attemps to identify the main idea however it may be state incorrectly or may be missing and response includes incorrect or irrelevant supporting details

Category	Classification	Score	Criteria
I N T E R P R E T A T I V E	Very Good	4	The students' response is complete and analyze really careful. It indicates a very good understanding and clearly follows the original of the text.
	Good	3	The student's response is partial and analyze nearly. It indicates a understanding and follows the original of the text.
	Average	2	The response is fragmentary and less analyze, indicates only minimal understanding and some of sequencing follows the original of the text.
	Poor	1	There is a little or no response. It indicates a serious misunderstanding of the text, errectic and does not follow the original of the text.

Takalar,   2017

The researcher

SITI PATIMAH
NIM: 10535515212

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : MA Mannongkoki Takalar

Mata Pelajaran: Bahasa Inggris

Kelas / semester : XI IPA /Ganjil

Aspek/ Skill: Reading

Alokasi waktu : 2X 45 menit (1XPertemuan)

Pertemuan ke : 2

A. Standar kompetensi
   Memahami makna dalam teks tulis monolog, fungsional pendek dan esai sederhana berbentuk narrative dan dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
B. Kompetensi Dasar
   Merespon makna dan langkah retorika teks tulis esai secara akurat, lancer dan berterima dalam konteks kehidupan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.
C. Indikator :
   4. Mengidentifikasi ide pokok dalam teks
   5. Mengidentifikasi supporting idea
   6. Mengidentifikasi makna yang terkandung dalam text.
D. Tujuan Pembelajaran
   1. Kognitif
      a. Produk
         Siswa diharapkan mampu:
         o Mengerti dengan makna teks yang dibaca.
         o Memahami makna isi bacaan yang terkandubg dalam text.
      b. Proses
         Siswa diharapkan mampu
         o Bekerja sama dengan teman sebaya mencari tahu makana kata-kata yang tidak dimengerti untuk dicari tahu maknanya.

o Memprediksi makna isi text dengan menjawab pertanyaan di setiap paragraph.

2. Psikomotor

Siswa diharapkan mampu:
- o Mengidentifikasi ide pokok dalam text.
- o Mengidentifikasi makna dalam text narrative text.

3. Afektif

a. Karakter

Siswa diharapkan mampu:
- o Membangun rasa ingin tahu dalam mencari makna teks yang dibaca

  Percaya diri dalam membaca text.
- o Cermat dalam mengidentifikasi makna teks yang dibaca.

b. Keterampilan social

Siswa diharapkan mampu.
- o Bekerja sama dengan teman sebaya untuk mencari tahu makna teks yang dibaca.

E. Materi Pembelajaran : Teks Narrative

The story takes place in a simple village household. The head of this family has two wives, and each wife has their own daughter. Bawang merah and her mother are jealous of the attention the father gives bawang putih and her mother. When the father dies, bawang merah and her mother take charge of the household and bully bawang putih into servitude. Bawang putih's mother stands up for her daughter but she soon dies prematurely, in some versions due to sickness and in some versions due to the international malice of Bawang Merah's mother.

With her biological mother and father dead, the gentle and obedient bawang putih is left alone to be tortuned by her cruel stepmother and half sister.though bawang Putih suffers, she is patient. One day, when she is out in the woods. She sees a pond containing a live fish. The fish is able to speak, and tells her that it is her mother who has came back to comfort her. Bawang putih is overjoyed to be able to speak with her mother again, and secretly visits the pond whenever she can.

One day bawang merah sees bawang putih sneaking off and secretly follows her to the pond, where she with nesses Bawang Putih off and to the fish. After Bawang Putih leaves, Bawang Merah lures the fish to the surface of the pond and catchesit . Bawang Merah and her mother kill the fish, cook it and feed it to Bawang Putih without telling her where it come from. Once Bawang Putih finishes eating. Her Stepmother and stepsister

reveal where they obtained the fish. Bawang Putih is repulsed and filled with remorse over this revelation.

Bawang Putih gathers the fish bones and bury them in a small grave underneath a tree. When she visits the grave the next day, she is surprised to see that a beautiful swing has appread from one of the tree's branches. When Bawang Putih sits in the swing and sings and old lullaby, it magically swings back and Bawang Putih continues to visit the magic swing whenever she can. One day, while she is the magic swing, a Prince who is hunting nearby hears her song. He follos the sound of her voice, but her voice, but before he approaches her Bawang Putih realizes that she is not alone, she quickly runs back home.

The Prince and his advisors eventually find the home of Bawang Putih and Bawang Merah. (in some versions it happens after a long search made by the prince's advisors). Bawang Merah's mother, seeing the opportunity, orders Bawang Putih to stay hidden in the kitchen. The Prince asks about the swing and the girl who sat in it. Bawang Merah's mother says that the girl he heard is her beautiful and talented daughter Bawang Merah. Though the Prince agres that Bawang Merah is beautiful, he requests that she show him how she sang in the magical swing.

Bawang Merah and mother reluctantly follow the Prince and his advisord back to the magic swing. Bawang Merah sits in the swing and attempts to sing so that it will move, but she cannot. The Prince. Now angry, ordered Bawang Merah's mother to tell the truth. Bawang Merah's mother is forced to confess that she has another daughter hidden in her house.

The Prince brings Bawang Putih back to the swing, and as she had done many times before, the magic swing starts moving as soon as she begins singing. The Prince is overjoyed and asks Bawang Putih to marry him. She begins and they live happily ever after.

Work Sheet:
1. Find the main idea of each paragraph!
2. Answer the question below based on the text
   a. How many characters in the story?
   b. Where did they live?
   c. What lessons can we learn in the story?
   d. What was the ending of the story?
3. Make a conclusion based on the question above!
F. Metode Pembelajaran :Collaborative Strategy Reading
G. Kegiatan Pembelajaran
   1. Kegiatan Pendahuluan

Opening (5 minutes)

The writer introduces purpose activity.

Main activity

The researcher allots the text of material that allot before to all student.

The students read the text during 3-5 minutes.

The researcher modeled the strategy to arousing the students' prior knowledge through preview, brainstorming, identify the main idea, and the difficult word in the text.

The students apply the fourth of CSR (preview, click and clunk, get the gist, wrap-up) to learning logs.

Two students givens chance to read their answer from their CSR learning logs.

Final Activity

Feedback/correction from the writer.

H. S`umber Belajar: Book A Look A Head XI, Internet (www.englishdirection.com).

I. Penilaian Hasil Belajar

Indicator pencapaian kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument/soal
Mengidentifikasi ide pokok paragraph. Mengidentifikasi makna text.	Tes tulis Tes Tulis	Essay Essay	Find the main idea of each paragraph? Answer the question below and make conclusion based on the text.

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Skor maksimal 4
Nilai siswa= skor penilaian X 100
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Category	Classification	Score	Criteria
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	Good	3	Correctly identifies the main idea and response includes some supporting details of the text
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	Poor	1	There is a little or no response. It indicates a serious misunderstanding of the text, errectic and does not follow the original of the text.

Takalar,   2017

The researcher

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NIM: 10535515212

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : MA Mannongkoki Takalar

Mata Pelajaran: Bahasa Inggris

Kelas / semester : XI IPA /Ganjil

Aspek/ Skill: Reading

Alokasi waktu : 2X 45 minutes (1XPertemuan)

Pertemuan ke : 3

A. Standar kompetensi
   Memahami makna dalam teks tulis monolog, fungsional pendek dan esai sederhana berbentuk narrative dan dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
B. Kompetensi Dasar
   Merespon makna dan langkah retorika teks tulis esai secara akurat, lancer dan berterima dalam konteks kehidupan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.
C. Indikator :
   7. Mengidentifikasi ide pokok dalam teks
   8. Mengidentifikasi supporting idea
   9. Mengidentifikasi makna yang terkandung dalam text.
D. Tujuan Pembelajaran
   4. Siswa mampu mengidentifikasi ide pokok dalam teks
   5. Siswa mampu mengidentifikasi supporting idea
   6. Siswa mampu mengidentifikasi makna yang terkandung dalam teks

Materi Pembelajaran : Narrative Text
RAPUNZEL

One upon a time, there were a married couple lived in the village. They fely very lonely because of no children accompany them. They always prayed to God to give a child. Then God answered their praying. One day his wife was pregnant. He was so happy. Their days turned into happiness. They spent the days together.
One day, his wife fell sick. She suffered a strange illness. Her husband had tired to treat her, but she didn't turn to be healthy. Even her healthy was getting worse. She could not eat any food. He was so worried both this wife and the baby's health.

Then he remembered that there was a magic flower in the forest which could cure every illness. But it was guarded by a cruel witch. He went to the forest to pick the magic flower because he really loved his wife and the baby, having arrived in the forest, he saw the flower and picked it. But while he was picking it, the witch saw him and wanted to kill him. "please don't kill me". He begged. "My wife is pregnant and now suffering a strange illness. If I don't give this magical flower, she and her baby will die". He added the witch felt sorry for him and let him go but she told him if the baby was born, he had to give the baby to her, because of his worrying, he nodded to agree the condition.
Having arrived home, he immediately gave the magic flower to his wife. Then the miracle happened! His wife's strange illness astonishingly disappeared. She bore a beautiful baby. But suddenly the witch come and robbed the baby and took her away. They just saw her leaving without doing anything to prevent it. The witch put the baby to the

very high tower. There was no door. It only had a window. The witch was raising the baby in the tower and gave her name, Rapunzel. Some years later, Rapunzel grew to be a beautiful girl. She has a very long hair, because it was never cut. The witch used it to climb the tower give her food. The witch always called her from bellow. "Rapunzel ! Let your hair down! I bring some food for your". She said. Besides her beautiful face, Rapunzel also had a very beautiful voice. She stayed on the top of tower alone. She never saw human except the witch. She felt so lonely that she spent her days by singing.

One day, a handsome prince passed the tower. He heard Rapunzel singing beautifully. Then he fell in love with her voice. Every day the prince came to the tower to listen to Rapunzel. Until one day he saw the witch climbed the tower using Rapunzel hair. On the next day, the prince wanted to climb the tower. He was very anxious about her. Then he followed the way the witch called Rapunzel. "Rapunzel, let your hair down". He imitated the witch. Then Rapunzel let her hair down. He climbed to the top of tower with it. After he had reached the top, Rapunzel was so surprised to know that it was not the witch but a handsome prince. Then they fell in love each other. The prince told about everything outside the tower. He invited her to escape. But when they wanted to scape, the witch came and pushed him from the top. It caused him blind. The witch got angry with her. Then she cut Rapunzel's hair and expelled her to the desert.

Many years the prince had tried to find her. Although he was blind, he never gave up. He believed he could find her because of her beautiful voice. One day, he reached the desert and heard a voice. He felt familiar with the voice. Then they me again. Rapunzel hugged him and cried happily until her tear fell down to the prince's blind eyes. Miraculously it made the prince's sight back. Afterwards the prince brought Rapunzel to his kingdom and they lived happily forever.
Worksheet:
1. Find the main idea of each paragraph
2. Answer the question below based on the text
   a. How many characters in the story?
   b. Who is the robbed Rapunzel?
   c. Where did Rapunzel and the witch live?
   d. What lessons can we learn in the story?
   e. What was the ending of the story?

3. Make conclusion based on the question above!

E. Metode Pembelajaran: Collaborative Strategy Reading.

F. Kegiatan Pembelajaran

Opening (15 minutes)

The writer reviews the comprehension strategy

Main Activity

o The researcher allots again the next of material that allot before in all students.

o The students read the text during 3-5 minutes

o The researcher modeled the strategy to arousing the students' prior knowledge through preview, brainstorming, identify the main idea, and the difficult word in the text.

o The students apply the fourth of CSR(preview, click, and clunk, get the gist, wrap-up) to learning logs.

o Two students given chance to read their answer from their CSR learning log.

Final Activity(5-10 minutes)

o Feedback/ correction from the researcher

G. Sumber Belajar : Look A Head XI, Internet (www.englishdirection.com)

H. Penilaian Hasil Belajar

Indicator Pencapaian Kompetensi	Teknik Penilaian	Teknik Instrument	Instrument/ soal
- Mengidentifikasi ide pokok paragraph - Mengidentifikasi makna isi text	Tes tulis Tes tulis	Essay Essay	Find the main idea of each paragraph? Answer the question below and make conclusion based on the text.

Pedoman penilaian:

Skor maksimal 4

Nilai siswa= Skor penilaian X 100

            Skor maksimal

Rubrics penilaian:

Category	Classification	Score	Criteria
L I T E R A L	Very Good	4	Clearly and accuracy to identify the main idea and response includes most of the relevant supporting details of the text.
	Good	3	Correctly identifies the main idea and response includes some supporting details of the text
	Average	2	Identifies the main idea and response includes few supporting details of the text..
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	Good	3	The student's response is partial and analyze nearly. It indicates a understanding and follows the original of the text.
	Average	2	The response is fragmentary and less analyze, indicates only minimal understanding and some of sequencing follows the original of the text.
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Takalar,   2017

The researcher

SITI PATIMAH
NIM: 10535515212

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : MA Mannongkoki Takalar

Mata Pelajaran: Bahasa Inggris

Kelas / semester : XI IPA /Ganjil

Aspek/ Skill: Reading

Alokasi waktu : 2X 45 menit (1XPertemuan)

Pertemuan ke : 4

A. Standar kompetensi
   Memahami makna dalam teks tulis monolog, fungsional pendek dan esai sederhana berbentuk narrative dan dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
B. Kompetensi Dasar
   Merespon makna dan langkah retorika teks tulis esai secara akurat, lancer dan berterima dalam konteks kehidupan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.
C. Indikator :
   10. Mengidentifikasi ide pokok dalam teks
   11. Mengidentifikasi supporting idea
   12. Mengidentifikasi makna yang terkandung dalam text.
D. Tujuan Pembelajaran
   4. Kognitif
      c. Produk
         Siswa diharapkan mampu:
         o Mengerti dengan makna teks yang dibaca.
         o Memahami makna isi bacaan yang terkandubg dalam text.
      d. Proses
         Siswa diharapkan mampu
         o Bekerja sama dengan teman sebaya mencari tahu makana kata-kata yang tidak dimengerti untuk dicari tahu maknanya.

   o Memprediksi makna isi text dengan menjawab pertanyaan di setiap paragraph.

5. Psikomotor

Siswa diharapkan mampu:
  o Mengidentifikasi ide pokok dalam text.
  o Mengidentifikasi makna dalam text narrative text.

6. Afektif

 c. Karakter

  Siswa diharapkan mampu:
   o Membangun rasa ingin tahu dalam mencari makna teks yang dibaca
    Percaya diri dalam membaca text.
   o Cermat dalam mengidentifikasi makna teks yang dibaca.

 d. Keterampilan social

  Siswa diharapkan mampu.
   o Bekerja sama dengan teman sebaya untuk mencari tahu makna teks yang dibaca.

F. Materi Pembelajaran: Teks Narrative

<div align="center">Pinocchio</div>

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for along time a go. One day, he had an idea. He wanted to make a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, felt lonely again because Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. suddenly, Pinnochio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner or circus. Pinnochio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinncchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea bigwave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinnochio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire, they went home back together. In the end, they lived happy forever after.

Work Sheet:
1. Find the main idea of each paragraph!
2. Answer the question below based on the text.
   a. How many characters in the story?
   b. Where did they live?
   c. What lessons can we learn in the story?
   d. What was the ending of the story?
3. Make conclusion based on the question above!

F. Metode Pembelajaran: Collaborative Strategy Reading

G. Kegiatan Pembelajaran

Opening (10')

> o The researcher divides the students into some small group consist of students.
> o The researcher submit the answer sheet each of group.

Main Activity

o The students read the material that given them and apply the CSR strategy in cooperative group.
o In each group one students as leader to give directions.
o In cooperative learning group going on, the writer as instructor, listener, organize the circulation in group, remain the strategy, act as assistance for all groups.
o Each group has a reader to read their answer and discuss it to other group.

Final Activity (5-10 minutes)

Feedback/correction from the researcher.

H. Sumber Belajar: Look A Head XI, Internet (www.englishdirection.com)

I. Penilaian Hasil Belajar

Indicator pencapaian kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument/soal
Mengidentifikasi ide pokok paragraph. Mengidentifikasi makna text.	Tes tulis Tes Tulis	Essay Essay	Find the main idea of each paragraph? Answer the question below and make conclusion based on the text.

Pedoman penilaian:
Skor maksimal 4
Nilai siswa= skor penilaian X 100
                    Skor maksimal
Rubrics penilaian:

Category	Classification	Score	Criteria
L I	Very Good	4	Clearly and accuracy to identify the main idea and response includes most of the relevant supporting details of the text.
T E	Good	3	Correctly identifies the main idea and response includes some supporting details of the text
R	Average	2	Identifies the main idea and response includes few supporting details of the text..
A	Poor	1	Attemps to identify the main idea

Category	Classification	Score	Criteria
L			however it may be state incorrectly or may be missing and response includes incorrect or irrelevant supporting details

Category	Classification	Score	Criteria
I N T E R P R E T A T I V E	Very Good	4	The students' response is complete and analyze really careful. It indicates a very good understanding and clearly follows the original of the text.
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	Poor	1	There is a little or no response. It indicates a serious misunderstanding of the text, errectic and does not follow the original of the text.

Takalar,   2017

The researcher

SITI PATIMAH

NIM: 10535515212

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : MA Mannongkoki Takalar

Mata Pelajaran: Bahasa Inggris

Kelas / semester : XI IPA /Ganjil

Aspek/ Skill: Reading

Alokasi waktu : 2X 45 menit (1 X Pertemuan)

Pertemuan ke : 5

A. Standar kompetensi
   Memahami makna dalam teks tulis monolog, fungsional pendek dan esai sederhana berbentuk narrative dan dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
B. Kompetensi Dasar
   Merespon makna dan langkah retorika teks tulis esai secara akurat, lancer dan berterima dalam konteks kehidupan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.
C. Indikator :
   13. Mengidentifikasi ide pokok dalam teks
   14. Mengidentifikasi supporting idea
   15. Mengidentifikasi makna yang terkandung dalam text.
D. Tujuan Pembelajaran
   7. Kgnitif
      e. Produk
         Siswa diharapkan mampu:
         o Mengerti dengan makna teks yang dibaca.
         o Memahami makna isi bacaan yang terkandubg dalam text.
      f. Proses
         Siswa diharapkan mampu
         o Bekerja sama dengan teman sebaya mencari tahu makana kata-kata yang tidak dimengerti untuk dicari tahu maknanya.
         o Memprediksi makna isi text dengan menjawab pertanyaan di setiap paragraph.

8. Psikomotor

Siswa diharapkan mampu:
- o Mengidentifikasi ide pokok dalam text.
- o Mengidentifikasi makna dalam text narrative text.

9. Afektif

e. Karakter

Siswa diharapkan mampu:
- o Membangun rasa ingin tahu dalam mencari makna teks yang dibaca

  Percaya diri dalam membaca text.
- o Cermat dalam mengidentifikasi makna teks yang dibaca.

f. Keterampilan social

Siswa diharapkan mampu.
- o Bekerja sama dengan teman sebaya untuk mencari tahu makna teks yang dibaca.

F. Materi Pembelajaran: Teks Narrative

SANGKURIANG AND TANGKUBAN PERAHU MOUNTAIN
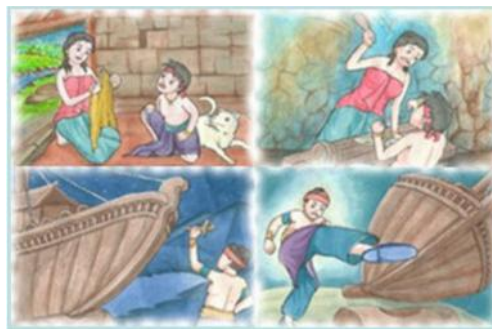
Once upon a time, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog,his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called **Sangkuriang**.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go bye, **Sangkuriang** had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

Work Sheet:
4. Find the main idea of each paragraph!
5. Answer the question below based on the text.
   e. How many characters in the story?
   f. Where did they live?
   g. What lessons can we learn in the story?
   h. What was the ending of the story?
6. Make conclusion based on the question above!

F. Metode Pembelajaran: Collaborative Strategy Reading

G. Kegiatan Pembelajaran

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○ Each group has a reader to read their answer and discuss it to other group.

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Takalar,   2017

The researcher

SITI PATIMAH
NIM: 10535515212

Appendix I Research Instrument

Reading Comprehension Test for Pretest

PRE-TEST

Malin Kundang

Once upon a time, on the north coast of Sumatra lived a poor woman and his son. The boy was called Malin Kundang. They didn't earn much as fishing was their only source of income. Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. However, as they were only fisherman's helper, they still lived in poverty. "Mother, what if I sail overseas?" asked Malin Kundang one day to his mother. Her mother didn't agree but Malin Kundang had made up his mind. "Mother, if I stay here, I'll always be a poor man. I want to be a successful person," urged Malin kundang. His mother wiped her tears, "If you really want to go, I can't stop you. I could only pray to God for you to gain success in life," said his mother wisely. "But, promise me, you'll come home."

In the next morning, Malin Kundang was ready to go. Three days ago, he met one of the successful ship's crew. Malin was offered to join him. "Take a good care of yourself, son," said Malin Kundang's mother as she gave him some food supplies. "Yes, Mother," Malin Kundang said. "You too have to take a good care of yourself. I'll keep in touch with you," he continued before kissing his mother's hand. Before Malin stepped onto the ship, Malin's mother hugged him tight as if she didn't want to let him go.

It had been three months since Malin Kundang left his mother. As his mother had predicted before, he hadn't contacted her yet. Every morning, she stood on the pier. She wished to see the ship that brought Malin kundang home. Every day and

night, she prayed to the God for her son's safety. There was so much prayer that had been said due to her deep love for Malin Kundang. Even though it's been a year she had not heard any news from Malin Kundang, she kept waiting and praying for him.

After several years waiting without any news, Malin Kundang's mother was suddenly surprised by the arrival of a big ship in the pier where she usually stood to wait for her son. When the ship finally pulled over, Malin Kundang's mother saw a man who looked wealthy stepping down a ladder along with a beautiful woman. She could not be wrong. Her blurry eyes still easily recognized him. The man was Malin Kundang, her son.

Malin Kundang's mother quickly went to see her beloved son. "Malin, you're back, son!" said Malin Kundang's mother and without hesitation, she came running to hug Malin Kundang, "I miss you so much." But, Malin Kundang didn't show any respond. He was ashamed to admit his own mother in front of his beautiful wife. "You're not my Mother. I don't know you. My mother would never wear such ragged and ugly clothes," said Malin Kundang as he release his mother embrace.

Malin Kundang's mother take a step back, "Malin…You don't recognize me? I'm your mother!" she said sadly. Malin Kundang's face was as cold as ice. "Guard, take this old women out of here," Malin Kundang ordered his bodyguard. "Give her some money so she won't disturb me again!" Malin Kundang's mother cried as she was dragged by the bodyguard, "Malin… my son. Why do you treat your own mother like this?"

Malin Kundang ignored his mother and ordered the ship crews to set sail. Malin Kundang's mother sat alone in the pier. Her heart was so hurt, she cried and cried. "Dear God, if he isn't my son, please let him have a save journey. But if he is, I cursed him to become a stone," she prayed to the God.

In the quiet sea, suddenly the wind blew so hard and a thunderstorm came. Malin Kundang's huge ship was wrecked. He was thrown by the wave out of his ship, and fell on a small island. Suddenly, his whole body turned into stone. He was punished for not admitting his own mother

Instrument:

1. Find the main idea of each paragraph!
2. Answer the question below based on the text
   a. How many character in the story?
   b. What does the text talk about?

    c.   Where Malin kundang live?

    d.   What lessons can we learn in the `story?

    e.   What was the ending of the story?

3. Make conclusion based on the above question!

APPENDIX II. Materials of Treatment
TEST FOR TREATMENT
Snow white

Once upon a time there lived a little girl, named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take snow white with them.

Snow White didn't want her uncle and aunt to do this. So, she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she un away into the wood.

In the wood she felt very tired and hungry. Then she saw a cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found snow white woke up. She saw the dwarfs. The dwarfs said; " what is your name? " snow white said;" My name is Snow white". One of the dwarfs said; " If you wish, you may live here with us". Snow white told the whole story about her. Then Snow white and the seven dwarfs' lived happily ever after.

APPENDIX II. Materials of Treatment
TEST FOR TREATMENT
Bawang Merah dan Bawang Putih

The story takes place in a simple village household. The head of this family has two wives, and each wife has their own daughter. Bawang merah and her mother are jealous of the attention the father gives bawang putih and her mother. When the father dies, bawang merah and her mother take charge of the household and bully bawang putih into servitude. Bawang putih's mother stands up for her daughter but she soon dies prematurely, in some versions due to sickness and in some versions due to the international malice of Bawang Merah's mother.

With her biological mother and father dead, the gentle and obedient bawang putih is left alone to be tortuned by her cruel stepmother and half sister.though bawang Putih suffers, she is patient. One day, when she is out in the woods. She sees a pond containing a live fish. The fish is able to speak, and tells her that it is her mother who has came back to comfort her. Bawang putih is overjoyed to be able to speak with her mother again, and secretly visits the pond whenever she can.

One day bawang merah sees bawang putih sneaking off and secretly follows her to the pond, where she with nesses Bawang Putih off and to the fish. After Bawang Putih leaves, Bawang Merah lures the fish to the surface of the pond and catchesit . Bawang Merah and her mother kill the fish, cook it and feed it to Bawang Putih without telling her where it come from. Once Bawang Putih finishes eating. Her Stepmother and stepsister reveal where they obtained the fish. Bawang Putih is repulsed and filled with remorse over this revelation.

Bawang Putih gathers the fish bones and bury them in a small grave underneath a tree. When she visits the grave the next day, she is surprised to see that a beautiful swing has appread from one of the tree's branches. When Bawang Putih sits in the swing and sings and old lullaby, it magically swings back and Bawang Putih continues to visit the magic swing whenever she can. One day, while she is the magic swing, a Prince who is hunting nearby hears her song. He follos the sound of her voice, but her voice, but before he approaches her Bawang Putih realizes that she is not alone, she quickly runs back home.

The Prince and his advisors eventually find the home of Bawang Putih and Bawang Merah. (in some versions it happens after a long search made by the prince's advisors). Bawang Merah's mother, seeing the opportunity, orders Bawang Putih to stay hidden in the kitchen. The Prince asks about the swing and the girl who sat in it. Bawang Merah's mother says that the

girl he heard is her beautiful and talented daughter Bawang Merah. Though the Prince agres that Bawang Merah is beautiful, he requests that she show him how she sang in the magical swing.

Bawang Merah and mother reluctantly follow the Prince and his advisord back to the magic swing. Bawang Merah sits in the swing and attempts to sing so that it will move, but she cannot. The Prince. Now angry, ordered Bawang Merah's mother to tell the truth. Bawang Merah's mother is forced to confess that she has another daughter hidden in her house.

The Prince brings Bawang Putih back to the swing, and as she had done many times before, the magic swing starts moving as soon as she begins singing. The Prince is overjoyed and asks Bawang Putih to marry him. She begins and they live happily ever after.

APPENDIX II. Materials of Treatment
TEST FOR TREATMENT
" RAPUNZEL "

One upon a time, there were a married couple lived in the village. They fely very lonely because of no children accompanying them. They always prayed to God to give a child. Then God answered their praying. One day his wife was pregnant. He was so happy. Their days turned into happiness. They spent the days together.

One day, his wife fell sick. She suffered a strange illness. Her husband had tired to treat her, but she didn't turn to be healthy. Even her healthy was getting worse. She could not eat any food. He was so worried both this wife and the baby's health.

Then he remembered that there was a magic flower in the forest which could cure every illness. But it was guarded by a cruel witch. He went to the forest to pick the magic flower because he really loved his wife and the baby, having arrived in the forest,   he saw the flower and picked it. But while he was picking it, the witch saw him and wanted to kill him. " please don't kill me". He begged." My wife is pregnant and now suffering a strange illness. If I don't give this magical flower, she and her baby will die". He added the witch felt sorry for him and let him go but she told him if the baby was born, he had to give the baby to her, because of his worrying, he nodded to agree the condition.

Having arrived home, he immediately gave the magic flower to his wife. Then the miracle happened! His wife's strange illness astonishingly disappeared. She bore a beautiful baby. But suddenly the witch come and robbed the baby and took her away. They just saw her leaving without doing anything to prevent it. The witch put the baby to the very high tower. There was no door. It only had a window. The witch was

raising the baby in the tower and gave her name, Rapunzel. Some years later, Rapunzel grew to be a beautiful girl. She has a very long hair. Because it was never cut. The witch used it to climb the tower give her food. The witch always called her from bellow. " Rapunzel1! Let your hair down! I bring some food for your". She said. Besides her beautiful face, Rapunzel also had a very beautiful voice. She stayed on the top of tower alone. She never saw human except the witch. She felt so lonely that she spent her days by singing.

One day, a handsome prince passed the tower. He heard Rapunzel singing beautifully. Then he fell in love with her voice. Every day the prince came to the tower to listen to Rapunzel. Until one day he saw the witch climbed the tower using Rapunzel hair. On the next day, the prince wanted to climb the tower. He was very anxious about her. Then he followed the way the witch called Rapunzel. " Rapunzel, let your hair down". He imitated the witch. Then Rapunzel let her hair down. He climbed to the top of tower with it. After he had reached the top, Rapunzel was so surprised to know that it was not the witch but a handsome prince. Then they fell in love each other. The prince told about everything outside the tower. He invited her to escape. But when they wanted to scape, the witch came and pushed him from the top. It caused him blind. The witch got angry with her. Then she cut Rapunzel's hair and expelled her to the desert.

Many years the prince had tried to find her. Although he was blind, he never gave up. He believed he could find her because of her beautiful voice. One day, he reached the desert and heard a voice. He felt familiar with the voice. Then they me again. Rapunzel hugged him and cried happily until her tear fell down to the prince's blind eyes. Miraculously it made the prince's sight back. Afterwards the prince brought Rapunzel to his kingdom and they lived happily forever.

APPENDIX II. Materials of Treatment
TEST FOR TREATMENT

Pinocchio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for along time a go. One day, he had an idea. He wanted to make a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, felt lonely again because Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. suddenly, Pinnochio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner or circus. Pinnochio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinncchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea bigwave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinnochio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire, they went home back together. In the end, they lived happy forever after.

APPENDIX II. Materials of Treatment

TEST FOR POST-TEST

Cinderella

Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own.

Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework.

One day on invitation to the hall come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would no let her go. Cinderella was sad. The stepsisters went to the hall without her.

Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand, helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before than.

At the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to danced. He fell in love with her.All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back.

Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.

Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears. He orders the messenger to brought forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces. Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly.

Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

APPENDIX II. Materials of Treatment
TEST FOR POST-TEST

The Golden Cucumber

Once upon a time, near a jungle, lived a farmer couple, a husband and a wife. Every day they prayed for a child.

One night, while they were praying, a giant passed by their home. The giant heard them pray and said:"Don't worry. I can help you. But you must give me the child to me on her 17th birthday." They were so happy and agreed to the condition set by the giant. The giant gave them a few of cucumber seeds. The farmers took the seeds and planted them.

Soon enough, the cucumber plants grew and a big golden cucumber grew in the plants. The farmers plucked the ripened cucumber and cut it open. They were astonished to see a beautiful child inside the cucumber. They named her Timun Mas (Golden Cucumber). The couple were so happy. They rise Timun Mas into a beautiful girl with loving care.

Time passed and Timun was almost 17 years old. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter. They called Timun Mas and said:"My daughter, take this bag. It can save you from the giant," said the father."What giant? What do you mean, Father? I don't understand," said Timun Mas. The farmers narrated the story of her birth to Timun Mas.

Right then, the giant entered their house."Run Timun Mas. Save your life!" said the mother.

The giant grew angry when he heard this. Timun Mas had started running. He ran after her. Timun Mas looked behind and saw that the giant was getting closer and closer.

She opened the bag and threw a handful of salt at him. It became a sea. The giant had to swim to cross the sea. When she saw that the giant was nearing her again, she opened the bag and threw some chilies in his path. The chilies grew and formed a jungle blocking his way. The sharp thorns on the trees hurt the giant.

However he cut away the trees and continued chasing Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and they turned into a cucumber field. The giant's legs were tangled in the cucumber creepers and he kept falling down.Still the giant managed to escape and continued running after Timun Mas. Timun searched her bag again. She had one last magic stuff in the bag. It was a terasi (shrimp paste). She threw it at him and the terasi turned into a big swamp.

The giant tried to swim across the swamp. But he was too tired by now and drowned in the. Seeing that the giant had died, Timun Mas went back home. Timun's parents were happy to see their daughter return and the family was finally together again.

THE STUDENTS ATTENDANCE LIST

XI IPA 1

No.	Student	Pre-test	Treatment				Post-test
01.	Student 01	√	√	√	√	√	√
02.	Student 02	√	√	√	√	√	√
03.	Student 03	√	√	√	√	√	√
04.	Student 04	√	√	√	√	√	√
05.	Student 05	√	√	√	√	√	√
06.	Student 06	√	√	√	√	√	√
07.	Student 07	√	√	√	√	√	√
08.	Student 08	√	√	√	√	√	√
09.	Student 09	√	√	√	√	√	√
10.	Student 10	√	√	√	√	√	√
11.	Student 11	√	√	√	√	√	√
12.	Student 12	√	√	√	√	√	√
13.	Student 13	√	√	√	√	√	√
14.	Student 14	√	√	√	√	√	√
15.	Student 15	√	√	√	√	√	√
16.	Student 16	√	√	√	√	√	√
17.	Student 17	√	√	√	√	√	√
18.	Student 18	√	√	√	√	√	√
19.	Student 19	√	√	√	√	√	√
20.	Student 20	√	√	√	√	√	√
21.	Student 21	√	√	√	√	√	√
22.	Student 22	√	√	S	√	√	√
23.	Student 23	√	√	√	√	√	√
24.	Student 24	√	√	√	√	√	√
25.	Student 25	√	√	√	√	√	√
26.	Student 26	√	√	√	√	√	√
27.	Student 27	√	√	√	√	√	√
28.	Student 28	√	√	√	√	√	√
29.	Student 29	√	√	√	√	√	√
30	Student 30	√	√	√	√	√	√

Note:

A: Absent

I: Permission

S: Sick

THE STUDENTS ATTENDANCE LIST

XI IPA 1

No.	Students	Pre-test	Treatment							Post-test
		1	2	3	4	5	6	7	8
01.	Andi Riska	√	√	√	√	√	√	√	√
02.	Muh. Ikhsan	√	√	√	√	√	√	√	√
03.	Nur Hikmah	√	√	√	√	√	√	√	√
04.	Nurul Musfirah Faisal	√	√	√	√	√	√	√	√
05.	Nadya Noor Nadliani	√	√	√	√	√	√	√	√
06.	Rahmanidar	√	√	√	√	√	√	√	√
07.	Rahmatiah	√	√	√	√	√	√	√	√
08.	Murni Putri Tahir	√	√	√	√	√	√	√	√
09.	Muh. Irfan	√	√	√	√	√	√	√	√
10.	Nur Halisah	√	√	√	√	√	√	√	√
11.	Nurul Insani	√	√	√	√	√	√	√	√
12.	Selviya Anggriani	√	√	√	√	√	√	√	√
13.	Nirwana	√	√	√	√	√	√	√	√
14.	St. Sarah Rambega	√	√	√	√	√	√	√	√
15.	Kurniawan	√	√	√	√	I	√	√	√
16.	Masrul Saad Sahid	√	√	√	√	√	√	√	√
17.	Dewi Ria Cahyani	√	√	√	√	√	√	√	√
18.	Fitriani Amir	√	√	√	√	√	√	√	√
19.	Muh. Zulkarnain	√	√	√	√	√	√	√	√
20.	Marsukaesi	√	√	√	√	√	√	√	√
21.	Mustakim Fajar Syam	√	√	√	√	√	√	√	√
22.	Nurasfadillah	√	√	S	√	√	√	√	√
23.	Nur Annisa	√	√	√	√	√	√	√	√
24.	Muh. Yusuf	√	√	√	√	√	√	√	√
25.	St. Nur Zam-Zam Tajanne	√	√	√	√	√	√	√	√
26.	Risnawati	√	√	√	√	√	√	√	√
27.	Muh. Arqam A	√	√	√	√	√	√	√	√
28.	Nurdiana	√	√	√	√	√	√	√	√
29.	Ratnawati	√	√	√	√	√	√	√	√
30	Dini Cahyani	√	√	√	√	√	√	√	√

Note:

A: Absent

I: Permission

S: Sick

APPENDIX C.

SCORE OF PRE-TEST

NAME	READING COMPREHENSION	
	Literal	Interpretive
	MAIN IDEA	CONCLUSION
Student 01	75	65
Student 02	55	55
Student 03	70	60
Student 04	75	65
Student 05	35	55
Student 06	65	70
Student 07	75	65
Student 08	55	45
Student 09	65	65
Student 10	50	55
Student 11	65	70
Student 12	65	60
Student 13	70	70
Student 14	65	55
Student 15	40	50
Student 16	65	60
Student 17	55	65
Student 18	55	60
Student 19	60	75
Student 20	45	50
Student 21	65	60
Student 22	45	50
Student 23	70	65
Student 24	65	70
Student 25	40	45
Student 26	55	55
Student 27	45	50
Student 28	40	60
Student 29	65	60
Student 30	45	50
Total ()	1.740	1.780
Mean score (X)	58	59

APPENDIX C.

SCORE OF POST-TEST

NAME	READING COMPREHENSION	
	Literal	Interpretive
	MAIN IDEA	CONCLUSION
Student 01	80	70
Student 02	75	80
Student 03	80	70
Student 04	90	85
Student 05	70	70
Student 06	80	75
Student 07	80	85
Student 08	65	75
Student 09	75	85
Student 10	75	75
Student 11	75	75
Student 12	80	70
Student 13	75	85
Student 14	80	70
Student 15	75	75
Student 16	70	70
Student 17	70	70
Student 18	85	85
Student 19	70	80
Student 20	85	80
Student 21	80	75
Student 22	80	75
Student 23	75	85
Student 24	80	75
Student 25	75	65
Student 26	75	75
Student 27	70	80
Student 28	85	80
Student 29	75	80
Student 30	80	70
Total ()	2.310	2.280
Mean score (X)	77	76

Students	Indicator (Main Idea)			
	Pretest ($\bar{x}$)	Post-test ($\bar{x}$)	Gain ($X_2 - X_1$)	D^2
Student 01	75	80	5	25
Student 02	55	75	20	400
Student 03	70	80	10	100
Student 04	75	90	15	225
Student 05	35	70	35	1225
Student 06	65	80	15	225
Student 07	75	80	5	25
Student 08	55	65	10	100
Student 09	65	75	10	100
Student 10	50	75	25	625
Student 11	65	75	10	100
Student 12	65	80	15	225
Student 13	70	75	5	25
Student 14	65	80	15	225
Student 15	40	75	35	1225
Student 16	65	70	5	25
Student 17	55	70	15	225
Student 18	55	85	30	900
Student 19	60	70	10	100
Student 20	45	85	40	1600
Student 21	65	80	15	225
Student 22	45	80	35	1225
Student 23	70	75	5	25
Student 24	65	80	15	225
Student 25	40	75	35	1225
Student 26	55	75	20	400
Student 27	45	70	25	625
Student 28	40	85	45	2025
Student 29	65	75	10	100
Student 30	45	80	35	1225
Total	1.740	2.310	570	15000
Means (X)	58	77	M_D	M_{D^2}

Students	Indicators (Conclusion)			
	Pretest ($\bar{x}_1$)	Post-test ($\bar{x}_2$)	Gain D ($X_2 - X_1$)	D^2
Student 01	65	70	5	25
Student 02	55	80	25	625
Student 03	60	70	10	100
Student 04	65	85	20	400
Student 05	55	70	15	225
Student 06	70	75	5	25
Student 07	65	85	20	400
Student 08	45	75	35	1225
Student 09	65	85	20	400
Student 10	55	75	20	400
Student 11	70	75	5	25
Student 12	60	70	10	100
Student 13	70	85	15	225
Student 14	55	70	15	225
Student 15	50	75	25	625
Student 16	60	70	10	100
Student 17	65	70	5	25
Student 18	60	85	25	625
Student 19	75	80	5	25
Student 20	50	80	30	900
Student 21	60	75	15	225
Student 22	50	75	25	625
Student 23	65	85	20	400
Student 24	70	75	5	25
Student 25	45	65	20	400
Student 26	55	75	20	400
Student 27	50	80	30	900
Student 28	60	80	20	400
Student 29	60	80	20	400
Student 30	50	70	20	400
Total	1.780	2.290	550	10875
Means (X)	59	76	$\sum D$	$\sum D^2$

APPENDIX C

1. Classification of students' score in Reading Comprehension for Literal
   Comprehension (Main Idea).

Respondents	Pre-test		Post-test	
	Main Idea	Classification	Main Idea	Classification
Student 01	75	Fairly Good	80	Good
Student 02	55	Poor	75	Fairly Good
Student 03	70	Fairly Good	80	Good
Student 04	75	Fairly Good	90	Very Good
Student 05	35	Very Poor	70	Fairly Good
Student 06	65	Fairly	80	Good
Student 07	75	Fairly Good	80	Good
Student 08	55	Poor	65	Fairly
Student 09	65	Fairly	75	Fairly Good
Student 10	50	Poor	75	Fairly Good
Student 11	65	Fairly	75	Fairly Good
Student 12	65	Fairly	80	Good
Student 13	70	Fairly Good	75	Fairly Good
Student 14	65	Fairly	80	Good
Student 15	40	Poor	75	Fairly Good
Student 16	65	Fairly	70	Fairly Good
Student 17	55	Fairly Good	70	Fairly Good
Student 18	55	Fairly	85	Good
Student 19	60	Fairly	70	Fairly Good
Student 20	45	Poor	85	Good
Student 21	65	Fairly	80	Good
Student 22	45	Poor	80	Good
Student 23	70	Fairly Good	75	Fairly Good
Student 24	65	Fairly	80	Fairly Good
Student 25	40	Poor	75	Good
Student 26	55	Poor	75	Good
Student 27	45	Poor	70	Fairly Good
Student 28	40	Poor	85	Good
Student 29	65	Fairly	75	Fairly Good
Student 30	45	Poor	80	Good
	1.740		2.310	

2. Classification of students' score in Reading Comprehension for Interpretive Comprehension (Conclusion).

Respondents	Pre-test		Post-test	
	Conclusion	Classification	Conclusion	Classification
Student 01	65	Fairly	70	Fairly Good
Student 02	55	Poor	80	Good
Student 03	60	Fairly	70	Fairly Good
Student 04	65	Fairly	85	Good
Student 05	55	Poor	70	Fairly Good
Student 06	70	Fairly Good	75	Fairly Good
Student 07	65	Fairly	85	Good
Student 08	45	Poor	75	Fairly Good
Student 09	65	Fairly	85	Good
Student 10	55	Poor	75	Fairly Good
Student 11	70	Fairly Good	75	Fairly Good
Student 12	60	Fairly	70	Fairly Good
Student 13	70	Fairly Good	85	Good
Student 14	55	Poor	70	Fairly Good
Student 15	50	Poor	75	Fairly Good
Student 16	60	Fairly	70	Fairly Good
Student 17	65	Fairly	70	Fairly Good
Student 18	60	Fairly	85	Good
Student 19	75	Fairly Good	80	Good
Student 20	50	Poor	80	Good
Student 21	60	Fairly	75	Fairly Good
Student 22	50	Poor	75	Fairly Good
Student 23	65	Fairly	85	Good
Student 24	70	Fairly Good	75	Fairly Good
Student 25	45	Poor	65	Fairly
Student 26	55	Poor	75	Fairly Good
Student 27	50	Poor	80	Good
Student 28	60	Fairly	80	Good
Student 29	60	Fairly	80	Good
Student 30	50	Poor	70	Fairly Good
	1780		2370	

Table Distribution Of T-Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
					Confidence Level						

APPENDIX D.

Calculating the Mean Score of the Students' answer by using formula:

$$\overline{X} = \frac{\sum x}{N}$$

Mean of pretest in Literal Comprehension

$$\overline{X} = \frac{1740}{30}$$

$$= 59$$

Mean of Posttest in Literal Comprehension

$$\overline{X} = \frac{2310}{30}$$

$$= 77$$

Mean of pretest in Interpretive Comprehension

$$\overline{X} = \frac{1780}{30}$$

$$= 59$$

Mean of pretest in Interpretive Comprehension

$$\overline{X} = \frac{2290}{30}$$

$$= 76$$

Improvement Students' in Literal Comprehension (Main Idea)

$$P = \frac{X^2 - X^1}{X^1} \times 100$$

$$P = \frac{77 - 58}{58} \times 100$$

$$P = \frac{19}{58} \times 100$$

The Students' Improvement =   32.75 %

Improvement Students' in Interpretive Comprehension (Conclusion)

$$P = \frac{X^2 - X^1}{X^1} \times 100$$

$$P = \frac{76 - 59}{59} \times 100$$

The Students' Improvement = 28.8 %

Test of Percentage of Students' Literal Comprehension in Pre-test

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

$P = \frac{1}{30} \times 100 = 3.33\%$ (Very Poor)

$P = \frac{11}{30} \times 100 = 36.66 \%$ (Poor)

$P = \frac{11}{30} \times 100 = 36.66 \%$ (Fairly)

$P = \frac{7}{30} \times 100 = 23.33 \%$ (Fairly Good)

Test of Percentage of Students' Literal Comprehension in Post-test

$P = \frac{1}{30} \times 100 = 3.33\%$ (Fairly)

$P = \frac{14}{30} \times 100 = 46.66 \%$ (Fairly Good)

$P = \frac{15}{30} \times 100 = 50 \%$ (Good)

Test of Percentage of Students' Interpretive Comprehension in Pre-test

$P = \frac{12}{30} \times 100 = 40 \%$ (Poor)

$P = \frac{13}{30} \times 100 = 43.33\%$ (Fairly)

$P = \frac{5}{30} \times 100 = 16.67\%$ (Fairly Good)

Test of Percentage of Students' Interpretive Comprehension in Post-test

$P = \dfrac{1}{30} \times 100 = 3.33\%$ (Fairly)

$P = \dfrac{17}{30} \times 100 = 56.67\%$ (Fairly Good)

$P = \dfrac{11}{30} \times 100 = 36.66\%$ (Good)

$P = \dfrac{1}{30} \times 100 = 3.33\%$ (Very Good)

Test of Significant different between Pretest and Posttest in Literal of Main Ideas

Notes :

$$\overline{D} = \dfrac{(\sum D)^2}{N}$$

$$\overline{D} = \dfrac{570}{30} = 19$$

THE RESULT OF T-TEST

$$t = \dfrac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \dfrac{19}{\sqrt{\dfrac{15000 - \dfrac{570^2}{30}}{30(30-1)}}}$$

$$t = \dfrac{19}{\sqrt{\dfrac{15000 - 10830}{30(29)}}}$$

$$t = \dfrac{19}{\sqrt{\dfrac{4170}{870}}}$$

$$t = \dfrac{19}{\sqrt{4.79}}$$

$$t = \dfrac{19}{2.18}$$

$$t = 8.71$$

Test of Significant different between Pretest and Posttest in Interpretive of Conclusion

Notes:

$$\overline{D} = \frac{(\sum D)^2}{N}$$

$$\overline{D} = \frac{550}{30} = 18.3$$

THE RESULT OF T-TEST

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{18.3}{\sqrt{\dfrac{10875 - \dfrac{550^2}{30}}{30(30-1)}}}$$

$$t = \frac{18.3}{\sqrt{\dfrac{10875 - 10083}{30(29)}}}$$

$$t = \frac{18.3}{\sqrt{\dfrac{792}{870}}}$$

$$t = \frac{18.2}{\sqrt{0.91}}$$

$$t = \frac{18.3}{0.95}$$

$$t = 19.26$$

DOKUMENTASI XI IPA 1

CURICULUM VITAE

SITI PATIMAH was born on June 11th, 1994 in Sungai Bajau. She is the fourth child from the five children. Her father is Selle and her mother is Nurhayati. In 2000 the researcher registered as student elementary school SDN 007 Sebatik and she graduated in 2006. Next in the same year the researcher registered as a students in SMPN 1 After that, the researcher registered in Senior High School at SMAN 1 Sebatik and graduated in 2012. In the same year, the researcher registered, she was accepted at Muhammadiyah University of Makassar as a student of English Education Department.

At the end of her study, she could finish her thesis with title "***The Implementation of Collaborative Strategy Reading in Teaching Reading in Teaching Reading Comprehension (A Pre- experimental Research at Eleventh Grade of MA Mannongkoki Takalar)***"