

**THE USE OF COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE
STUDENTS' READING COMPREHENSION**

*(Pre-Experimental Research at the Tenth Grade Students
of SMKN 9 Bulukumba)*

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Part Fulfillment of the Requirement for the
Degree of Education English Department*

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2021



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COMPREHENSION (*Pre-Experimental Research at The Tenth
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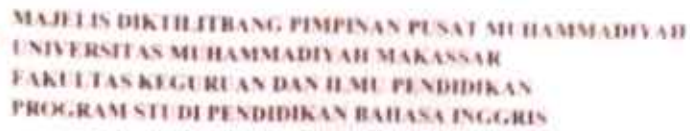
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MOTTO

"If what you like doesn't happen, then enjoy what happens"



ABSTRACT

Farid Asyraf. 2021. The use of the Collaborative Strategic Reading (CSR) to improve reading comprehension (*Pre-Experimental Research at the Tenth Grade Students of SMKN 9 Bulukumba*). A Thesis of English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by St. Asriati AM and Hijrah.

This study aims to determine the use of the Collaborative Strategic Reading (CSR) method in improving learning outcomes of literal comprehension and interpretive comprehension of class X students of SMK Negeri 9 Bulukumba. The sample in this study were students of class X TKJ 2 SMK Negeri 9 Bulukumba which consist of 22 people. The method used is quantitative research with pre-experimental research. The results of the data show that the mean score pretest of students in literal comprehension (Main idea) is 43.86, while the post-test score is higher than the mean literal comprehension pre-test (Main idea) is 71.59, means there is a significant increase. Then for the mean score pretest score of students in literal comprehension (Supporting details) is 42.95, while the post-test score is higher than the mean literal comprehension pre-test (Supporting details) is 72.05, means there is a significant increase. And also the mean score of students' pre-test in interpretive comprehension (Make conclusion) is 39.55, while the post-test score is higher than the pre-test mean, the post-test score in interpretive comprehension (Make conclusion) is 73.64, means that there is a significant increase. And the results of reading comprehension from pre-test to post-test in improving reading comprehension with t-test greater than t-table ($32.02 > 2.080$)

Keywords: Collaborative Strategic Reading (CSR) Method, Literal Comprehension, Interpretive Comprehension, Reading Comprehension.

ABSTRAK

Farid Asyraf. 2021. Penggunaan Collaborative Strategic Reading (CSR) untuk meningkatkan pemahaman membaca (Penelitian Pra Eksperimen pada Siswa Kelas X SMKN 9 Bulukumba). Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh St. Asriati AM dan Hijrah.

Penelitian ini bertujuan untuk mengetahui penggunaan metode Collaborative Strategic Reading (CSR) dalam meningkatkan hasil belajar pemahaman literal dan pemahaman interpretatif siswa kelas X SMK Negeri 9 Bulukumba. Sampel dalam penelitian ini adalah siswa kelas X TKJ 2 SMK Negeri 9 Bulukumba yang berjumlah 22 orang. Metode penelitian yang digunakan adalah penelitian kuantitatif dengan penelitian pra eksperimen. Hasil data menunjukkan bahwa nilai rata-rata pretes siswa dalam pemahaman literal (gagasan utama) adalah 43,86, sedangkan nilai post-test lebih tinggi dari rata-rata pemahaman literal pre-test (ide utama) yaitu 71,59, berarti ada peningkatan yang signifikan. Kemudian untuk nilai rata-rata skor pretest siswa dalam pemahaman literal (Rincian pendukung) adalah 42,95, sedangkan nilai post-test lebih tinggi dari rata-rata pemahaman literal pre-test (Rincian pendukung) adalah 72,05, berarti ada peningkatan yang signifikan. Dan juga nilai rata-rata pre-test siswa dalam pemahaman interpretatif (Membuat kesimpulan) adalah 39,55, sedangkan nilai post-test lebih tinggi dari rata-rata pre-test, nilai post-test dalam pemahaman interpretatif (Membuat kesimpulan) adalah 73,64, berarti ada peningkatan yang signifikan. Dan hasil membaca pemahaman dari pre-test sampai post-test dalam meningkatkan pemahaman membaca dengan t-test lebih besar dari t-tabel ($32,02 > 2,080$)

Kata kunci: Metode Collaborative Strategic Reading (CSR), Literal Comprehension, Interpretive Comprehension, Reading Comprehension.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Robbil Alamin, The writer expresses him high gratitude to the Almighty of God Allah SWT because of His blessing and His mercies upon him, So the writer could finish this thesis entitled "The use of the Collaborative Strategic Reading (CSR) to improve reading comprehension (*Pre-Experimental Research at the Tenth Grade Students of SMKN 9 Bulukumba*)". Shalawat and greeting are addressed to be loved and chosen messenger to the our prophet Muhammad SAW peace be upon him.

The researcher finds many difficulties so the thesis has a lot of mistakes and weaknesses. The researcher also realized that in carrying out the researcher and writing this thesis, many people have contributed their valuable suggestions, guidance, assistance, and advice for the completion of this thesis. Therefore, he would like to express his gratitude and honor to:

1. The most proud thanks to Prof. Dr. H. Ambo Asse, M.Ag. as the Rector of Muhammadiyah University of Makassar.
2. Erwin Akib, M.Pd., Ph.D as Dean of Faculty of Teacher Training and Education of University of Muhammadiyah Makassar.

3. Ummi Khaerati Syam, S.Pd., M.Pd. as the head of English Education Department of Teacher Training and Education of University of Muhammadiyah Makassar and Academic advisor.
4. The researcher's appreciation to the first consultant Dr. St. Asriati AM S.Pd., M.Hum and the second consultant Hijrah S.Pd., M.Pd a profound thanks are addressed to them for their attitude, their valuable time, patient, guidance, and suggestions to finish this thesis.
5. The highest appreciation and deepest thankful to his beloved parents Roswati and Ahmad Syawal for all their love and affection so that he can complete this thesis.
6. The most profound thanks were delivered to English Department lecturers who taught for many years, and the staff of the FKIP UNISMUH and English Department Study Program.
7. The researcher's appreciation to all of his family who has given spirit during his study in college.
8. Andi Muhammad Yusuf, M.Pd the headmaster of SMK Negeri 9 Bulukumba, Sri Wahyuni Basman, S.Pd as the English teacher and the member of SMK Negeri 9 Bulukumba in this school who have contributed as respondents of this research, without them this research will never be accomplished.
9. Researcher's appreciation to friends who always support and Intelclulate class the 2016 English Department class for their friendship, togetherness, support, assistance, and kindness, thank you for all.

10. Finally, for everyone that could not be mentioned names one by one my friend and my families. Thank you for all the help and support that has been given

11. Last but not least, I want to thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all the times.

Jazzakumullahu khaeran

May Allah Subanahu Wata'ala always be with us and give us power and guidance to keep us believing till the end of our life. *Amin*

Makassar, December 2021

Farid Asyraf

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CHAPTER I

INTRODUCTION

A. Background of The Research

Reading is one of the most significant abilities for English learners who study English as a foreign language in particular. They can get information in many through reading such as reading books, newspapers, magazines, journals, magazines, and comics. Reading becomes important for students in order to improve their knowledge. In line with Grabe and Stoller (2001) who stated that reading is an important means of learning new information. Therefore, students must have a high reading interest to understand the text they read. So, it is easy to get knowledge and insight from the reading text.

Reading is becoming an important need for students to get knowledge from the global information which is mostly written in English. However, the important part of the reading text is comprehending the meaning of the text itself. Knowing how to read words has ultimately little value if the student is unable to construct the meaning from the text. Snow (2014) has said that reading is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language that consists of three elements: the reader, the text, and the activity or purpose of reading.

Wallace (1993) states that reading is interpreting, which means reacting to a written text as a piece of communication. Reading is always related to comprehension. Reading comprehension is a process of constructing meaning

by integrating the information provided by the author and the readers' background knowledge (Boss and Vaughn, 1991). In other words, reading comprehension is the process of getting new ideas and being a means of communication between the writer and the reader.

Reading is one ability concerned in the English curriculum which must be mastered by the students. The competency preferred of reading for Senior High School of curriculum 2013 expects that the students are capable to understand the short functional texts which include recount, narrative, descriptive, analytical exposition, and procedure text in the everyday context (Nasional 2013).

There are several difficulties that students have in learning to reading comprehension. Reading the answers is a tedious activity for students because they find it difficult to understand the text and conclude the idea on their own. Researchers with himself experience when reading books without understanding that they tend to be sleepy. It makes reading tedious and knowledge had to be applied. In addition, students in reading are students' inability to master the meaning of vocabulary where they will not be able to understand a text well if it is spoken into words. Thus, when the teacher asks students to answer some questions based on the text, most students cannot give the correct answer. This condition shows that the students' ability to understand the text is still low.

The problem related to students' reading comprehension especially for basic reading in literal comprehension and interpretive comprehension. Students have difficulty understanding English text. When given text to read, they still have difficulty understanding the meaning of difficult words. So they have to use their dictionary when they found words they don't know the meaning.

Based on these facts, the researcher sees the need for variations in learning strategy that can help students attract their interest in reading texts and help them understand reading easily. Therefore, the teacher must find the right strategy to solve this problem in order to invite all students to read English texts in the reading class, one of which is Collaborative Strategic Reading (CSR). According to Klingner and Vaughn, Collaborative Strategic Reading (CSR) is a technique designed to improve students' reading comprehension through small groups where students learn four strategies namely Preview, Click and Clunk, Get the Gist, and Wrap up (JK Klingner & S, 1998).

B. Problem Statement

Based on the background above, the problems statement as follows:

1. Does the application of Collaborative Strategic Reading (CSR) can improve students' reading comprehension in term of literal at SMK Negeri 9 Bulukumba?
2. Does the application of Collaborative Strategic Reading (CSR) can improve students' reading comprehension in term of interpretive at SMK Negeri 9 Bulukumba?

C. Objective of the Research

The objectives of the study are:

1. To find out the improvement students' reading comprehension in term of literal using Collaborative Strategic Reading (CSR)
2. To find out the improvement students' reading comprehension in term of interpretive improve using Collaborative Strategic Reading (CSR)

D. Significant of the Research

The significant of this research are:

1. For students, this provides many benefits for students because it makes them social and active in learning reading texts such as daring to ask questions, daring to show arguments and building thinking skills. The main thing in this case they can increase the literal and interpretive in their understanding.

2. For researchers and English teachers at SMKN 9 Bulukumba, implementing this study is expected to be more innovative in teaching especially in teaching reading.
3. For the other researcher, in which the result is hoped to help other researchers to gain new knowledge about new methods, insights, and understanding.

E. Scope of the Research

The scope of this research is limitation to be teaching and learning reading comprehension at the Tenth grade of SMKN 9 Bulukumba. It focuses on students' comprehension levels which covers literal comprehension (main idea and supporting details) and interpretive comprehension (make conclusion) through Collaborative Strategic Reading (CSR).

CHAPTER II

REVIEW OF RELATE LITERATURE

A. Previous Related Research Findings

1. Sawitri (2019) from Borneo Tarakan University. The results show that there were significance difference in the students' score of experimental class and the control class. This is indicated by the students' mean score of pretest and posttest. The mean score of the experimental class in pretest was 40.50 and in posttest was 71.75.
2. Lisandy (2019) from Muhammadiyah University of Jakarta. The result of the data analysis showed that the mean. The results showed that the students mean score in pre-test was 64 while in post-test mean score was 78.
3. Aini (2018) from State Islamic Institute (IAIN) of Tulungagung. The result of the data analysis showed that the mean. The result showed that the students' mean score in reading comprehension before they are taught by using CSR strategy (pre-test) was 68.71. While the students' score in reading comprehension after they are taught by using CSR strategy (post-test) was 87.74.

From the studies above, there are similarities with the research that has been carried out in this study, namely research related to the use of Collaborative Strategic Reading (CSR) methods in improving students' reading comprehension. The difference in previous research is that researchers focus on using literal and interpretive as indicators in reading

comprehension as a result or output in research, the participants were students of SMK Negeri 9 Bulukumba.

B. The Concept of Reading

1. Definition of Reading

Reading is the process through which a writer and a reader exchange information. This is consistent with Vacca et al (1991:172) 's assertion that during reading, a reader attempts to comprehend the concepts expressed in a text. Reading is a process that includes both decoding and understanding. The decoding process is the process of silently or aloudly converting a word to an oral language-like representation, whereas the comprehension process is the act of comprehending the representation (Carnine et al 1990). In other words, comprehension of the text transforms the decoding process into an interactive one.

Grisette (1981:7) Reading is a perpetual guessing game, and what one brings to the book is frequently more significant than what one discovers within. This is why children must be taught from the outset to use what they already know to make sense of unfamiliar aspects, whether they be concepts or simple phrases. As previously said, reading is an active skill that requires constant guessing, predicting, checking, and self-questioning. As a result, it may be able to strengthen students' ability to infer by systematic practice or to offer a question that asks students to predict the substance of a book based on its title and images, or the conclusion of a tale based on the previous paragraph.

As a result of the above definition, it can be inferred that reading is a process of comprehending concepts, which are signified by a written language as a mode of communication for obtaining information. Apart from reading, there is also the process of determining the text's meaning, which entails guessing, forecasting, verifying, and posing a question.

2. Purpose of Reading

According to Nuttal (2005:4), the primary objective of reading is to ascertain the meaning or message contained within the text. The reading activity's primary objective is for readers to gather information about the text. Another concept said that the primary objective of reading is to acquire new knowledge and pleasure.

In addition, Williams (1984:90) usefully classifies reading into:

- a. Getting general information from the text
- b. Getting specific information from the text
- c. For pleasure or for interest.

As a result, reading serves two primary roles. They read for knowledge and pleasure. Additionally, the primary goal of reading is to ascertain the meaning of the text.

Harmer (1991:201-202), on the other hand, said that reading serves a function:

- a. In determining the text's subject. They communicate information about the subject by relating their own schemata. It will assist readers in swiftly and efficiently grasping the gist of the material.

- b. Predicting and Making Guesses. Occasionally, readers make educated guesses in attempting to comprehend the material, particularly if they have selected the topic beforehand. Typically, they can also form inferences about what will occur next in the text. They then attempt to summarize the content they have just read.
- c. General comprehension. The readers are not required to comprehend the text precisely, but rather to grasp it in the context of a broader reading environment that does not place a premium on detail. It's called skimming; it refers to the act of sweeping your eyes over a text in order to quickly grasp its content.
- d. Additional information. The readers are interested in the exact information contained in the text. This is referred to as scanning. For instance, assume a reader is curious about the actor in a film adaptation of a book he like.
- e. Extensive information. Occasionally, people read to fully comprehend the content. Typically, it is in the form of a written instruction, direction, or description, or in a scientific technique.
- f. Text interpretation. The passage's meaning may be deduced by the reader by utilizing a number of indicators to deduce what the author is implying. If readers have representations, they will be successful in their interpretations.

3. Reading Rules

Brother (1962:84) divides three reading rules that can improve the reading skill:

a. Cultivate the habit of reading

Someone never learns to develop an efficient reader or to evaluate what you have read unless you have first develop a steady reader

b. Learning to read actively

This suggests that during reading, you discovered that errors in internal reasoning are common yet usually difficult to detect. As a result, whenever you read anything, especially something controversial, you must be vigilant for logical fallacies. If you examine to absorb information without thinking about it, your reading ability's range will remain rather narrow.

c. Learning to apply a principle of subordinate to what you read

It means that you must learn to recognize important ideas and to separate them from less important ideas and details.

When reading to learn, students need to follow four basic steps:

- 1) Determine the goal of your reading. The reader's active understanding of the subject enables him or her to foresee or anticipate cognition and to discover relevant reading procedures.
- 2) Concentrate on the sections of the following text that are pertinent to the stated purpose and disregard the remainder. This selectivity helps pupils to concentrate on certain elements of the input and reduces the quantity of information they must retain in short-term memory.

- 3) Choose relevant tactics for the reading assignment and employ them flexibly and wisely. When students use both top-down and bottom-up abilities concurrently to generate meaning, their understanding improves and their confidence grows.
- 4) Compare during reading and at the conclusion of the reading job. Students learn to explore alternate tactics by observing inconsistencies and understanding failures.

4. Reading Process

According to Woryodijoyo et al in Nurmasita (2009:6) put forward some stages of the reading process as follows:

a. Perception

The perception here indicators the ability to read word a significant word

b. Comprehension

The comprehension refers to the ability to make the authors or researchers' word conducive to useful through as interpret in context.

c. Reaction

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

d. Integration

Integration refers to the ability to comprehend or comprehend through concept toward the experienced a background of the researcher that can be helpful as a part of the readers' experience.

5. The ways of Reading

According to Grellet (1984:4), the ways of reading are as follow:

a. Skimming

Skimming is a technique for swiftly reading a text by skimming one's eyes over it to obtain the idea of it. This method involves comparing values, locating and comparing events, segmenting a title, plotting inferences, determining the query, and creating the title.

b. Scanning

Scanning is the process of rapidly reading a text in order to identify a specific piece of information. This method includes the following activities: words for old, locating grammatical features, sequencing the required advertisement, comparing details, checking dates, creating a shopping list, creating word sets, and headlines.

c. Extensive reading

Extensive reading is reading longer text, typically for ones' own pleasure. The activities dealing with it are catching overall meaning, knowledge, and general understanding: for example reading Books, fiction, novel.

d. Intensive reading

Intensive reading is reading shorter text to extract specific information. It occurs when students concentrate on the language sometimes then the text. The activities found in this way are finding the main idea,

making inferences, identifying words that connect one idea to another, for example reading a newspaper, magazine, identifying grammar on the text.

C. Reading comprehension

1. Nature of reading comprehension

Zimmerman (2011:144) defines reading comprehension as "the capacity to comprehend what has been read." When students are able to draw a conclusion or demonstrate their comprehension of reading, they are considered to have a strong grasp of the material.

According to Mayor (2005: 24), reading comprehension is the process of comprehending the text as it is read, or "constructing meaning" from the text. Comprehension is a "building process," since it entails all of the reading process's elements cooperating to generate an image of the text in the reader's mind when a text is read.

Reading comprehension, according to Klingner (2007:2), is the act of building meaning through the coordination of a variety of complicated processes, including word reading, word and world knowledge, and fluency. It denotes the capacity for deciphering the meaning of words, as well as the links between concepts presented in a text. For the teacher's benefit, students might characterize reading comprehension training as a three-step process: mentioning, practicing, and assessing. Teachers identify the abilities that students wish to utilize, provide chances for

practice through workbooks or worksheets, and lastly assess whether or not students effectively apply the skills.

According to Kustaryo (1988: 6), reading comprehension is an active cognitive process that is not only dependent on comprehension of what has been read. It is based on an active thinking process that is dependent on not only comprehension ability but also on the students' past knowledge and experience. Comprehension entails mastering language, recognizing the link between words and concepts, as well as making meaning judgments and evaluations.

According to the description above, reading comprehension is a type of conversation between an author and a reader in which the written language serves as the channel via which the two interact.

2. Level of reading comprehension

The term level does not mean different levels of difficulty. It refers to attitudes and reactions to what is read. There are several levels of comprehension.

On higher level comprehension would obviously include higher level thinking. In Rahayu (2007:12) divides reading comprehension skill into four level, as give below:

a. Literal Comprehension

Literal comprehension represents the ability of understanding with information that is explicitly stated in the print and illustration. The

students can recall, identify, and sequence detail, fact and stated directly information in the text.

b. Interpretive Comprehension

A deeper degree of comprehension takes into account reading between the lines or outside the lines. The reader brings knowledge and experience to the process of reading and creates distinctions. They must be able to read critically and evaluate what they have read appropriately. Additionally, they must understand the relationship between concepts; interpretative thinking encompasses mental processes such as drawing conclusions, forming thoughts, and generating predictions. At this level, the teacher is permitted to pose more difficult questions, for instance, by requiring students to complete the following assignments:

- 1) Reshuffle the idea or topic discussed in the text
- 2) Explain the author's purpose in the text
- 3) Restate the main idea if this is not expressly stated in the text
- 4) Choose conclusions that can be deduced from the text they have read.

c. Critical or Applied Reading

To comprehend the author's literal message, readers must merely comprehend what is verbalized or receive the author's actual message. For a deeper degree of comprehension, readers have been included exchange thoughts with the author, and the application of

reading to real-world problems. The researcher presents the author's views and information. Students may be assessed on the following abilities at this level:

- 1) The ability to distinguish between actions and opinions.
- 2) The ability to acknowledge persuasive statements
- 3) The ability to determine the accuracy of information given in the text.

d. Creative Reading

Creative reading involves going beyond the material presented by author, creative reading requires the reader to think as they read just as critical reading and it also requires the reader to use their imagination, in creative solution to those by the researcher.

3. Range of comprehension

According to Dallmann et all (1982:161) there are some ranges of comprehension here are:

1) Reading on the Literal Level

Reading on the factual stage pertains to ability in understanding the data that is at once cited in written material. Understanding at this degree is carefully associated to the potential to examine inferentially and critically.

Among the skills required for studying at the factual degree are:

- a) **Knowing the Meaning of Words** If a massive variety of words in written cloth is unknown to the reader, comprehension suffers. A different trouble frequently exists in the case of words with more than one meaning.
- b) **Finding the Main Idea** One of the most common reasons for analyzing is to get the conventional thinking of a selection. This may often legitimately be the purpose in reading fiction or even in studying other kinds of material, such as science.
- c) **Selecting Significant Details** The ability to notice essential details is intently related to skill in discovering the central notion or predominant thinking of a selection. To be informed in this respect, the reader wishes to do greater than differentiate between predominant factors and assisting details.
- d) **Following Directions** The potential to comply with directions is commonly a mixture of many reading skills. The capacity to be aware details, to organize, and to word the sequences of factors are amongst the mastering crucial to this type of analyzing skill.

2) Reading on the Interpretive Level

Interpretive or inferential reading is additionally referred to as "reading between the lines." In other words, in reading on this

degree the reader is in a position to apprehend what is implied even though not without delay stated. Included in this category are the following skills:

- a) Summarizing and Organizing. Both the ability to choose the outcomes of thought and to select key points that are basis of any other. Commonly sought after goal of studying that of summarizing and organizing.
- b) Arriving at Generalizations. Formulating generalizations is in a feel a specialized shape of summarizing. To arrive at generalizations the reader desires to be aware of specific cases and then figure out whether or not the data presented are enough to warrant a substantial conclusion.
- c) Predicting Outcomes. Another necessary comprehension ability is that of predicting outcomes. Skills in predicting effects are useful in helping the reader notice when they have misread a phrase or a crew of words or a sentence. This ability is helpful additionally in remembering what is read.

D. Collaborative Strategic Reading (CSR)

1. Definition of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is a reading approach that Klingner and Vaughn 1998 discovered and suggested. According to Klingner and Vaughn (1998:32), Collaborative Strategic Reading (CSR) is a great teaching strategy for improving students' reading

comprehension, vocabulary development, and cooperative learning. Initially, Klingner and Vaughn (1996:275-293) developed CSR by integrating modified reciprocal teaching and cooperative learning. CSR has evolved over time through a variety of search experiments and now consists of four comprehension tactics that college students use prior to, during, and after reading in small cooperative groups. These tactics include the following: (a) preview (before reading), (b) click and clunk (while reading), (c) grab the gist (during reading), and (d) wrap up (during reading) (after reading).

Additionally, Bremer (2002) said that Collaborative Strategic Reading (CSR) is a comprehension analysis exercise that incorporates two instructional components: modified reciprocal education and cooperative learning. Reciprocal teaching, in this context, refers to teachers and students cooperating in anticipating, clarifying, questioning, summarizing, and reading information. This means that Collaborative Strategic Reading (CSR) was developed as an activity via the use of several methodologies.

2. Purpose of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading serves several roles (CSR). CSR, according to Abidin (2012), attempts to increase reading comprehension and extend conceptual learning using methods that optimize college students' engagement. That is, Collaborative Strategic Reading is meant to assist students in developing capabilities and to optimize students'

contributions to reading comprehension improvement. Additionally, CSR attempts to increase pupils' reading comprehension skills who have learning challenges or are at risk of developing reading difficulties.

Furthermore, Abidin (2012) describes the benefit of Collaborative Strategic Reading (CSR) as follows:

- a. Promoting students and academic achievement
- b. Increasing student retention
- c. Enhancing student's satisfaction with their learning experience
- d. Helping students develop skills in oral communication
- e. Developing student's social skills
- f. Promoting student's self - esteem
- g. Helping to promote positive race relation

So, the purpose of Collaborative Strategic (CSR) is to facilitate students to understand the material in their reading assignments with working together in group it is will be increase their ability in reading comprehension.

3. Procedure of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) can be applied in two phases: (a) teaching the strategies, and (b) cooperative learning before student pairing (Bremer 2002).

a Phase 1. Teaching the Strategies

Based on Klingner and Vaughn describe the four techniques as follows:

1) Preview

The preview is the first strategy to do in CSR which students review the entire passage before they read each section and make predictions about what that section will contain.

2) Click and Clunk

The Click and clunk technique must be completed while studying each part of the section. Here, students attempt comprehension by identifying clunks, or finding new or difficult words that they did not understand in the passage.

3) Get the Gist

This is approach make students restate the results of their analysis of the most important ideas in a paragraph or a section.

4) Wrap up

Wrap-up strategy will be carried out after reading where the students summarize what they have learned from the text and make questions. In this case, students can generate 5W and 1H questions (who, what, when, where, why and how) to assist them to see their reading comprehension.

b. Phase 2. Cooperative Learning Group Roles

Collaborative Strategic Reading serves several roles (CSR). CSR, according to Abidin (2012), attempts to increase reading

comprehension and extend conceptual learning using methods that optimize college students' engagement. That is, Collaborative Strategic Reading is meant to assist students in developing capabilities and to optimize students' contributions to reading comprehension improvement. Additionally, CSR attempts to increase pupils' reading comprehension skills who have learning challenges or are at risk of developing reading difficulties.

The possible role includes the following:

- 1) Leader: Tells the groups what to examine next and what approach to use next.
- 2) Clunk Expert: Use a clunk card to remain the team of the steps to follow when trying to figure out the meaning of their clunk.
- 3) Gist Expert: Guides the team towards getting the gist and determines that the gist incorporates the most necessary ideas but no needless details.
- 4) Announcer: Call on team contributors to learn about a section or share ideas.
- 5) Encourager: Give feedback and make all group members to participate and assist one another.
- 6) Timekeeper: Set up the time for each portion of CSR.

Based on the discussion above, it can be concluded that Collaborative Strategic Reading (CSR) is a technique that is designed to

help students to have better comprehension of a text and to extend students fluency. There are four strategies: preview, click and clunk get the gist and wrap up which these strategies facilitate the students to gain a better comprehension of the text that they have read through working together in small groups. Here, the position of the teacher as a facilitator in CSR activities is to connect each group, clarify clunk, and provide assistance in the learning process to analyze. Meanwhile, all students will be actively involved to participate as group members to understand the text through CSR.



E. Conceptual Framework

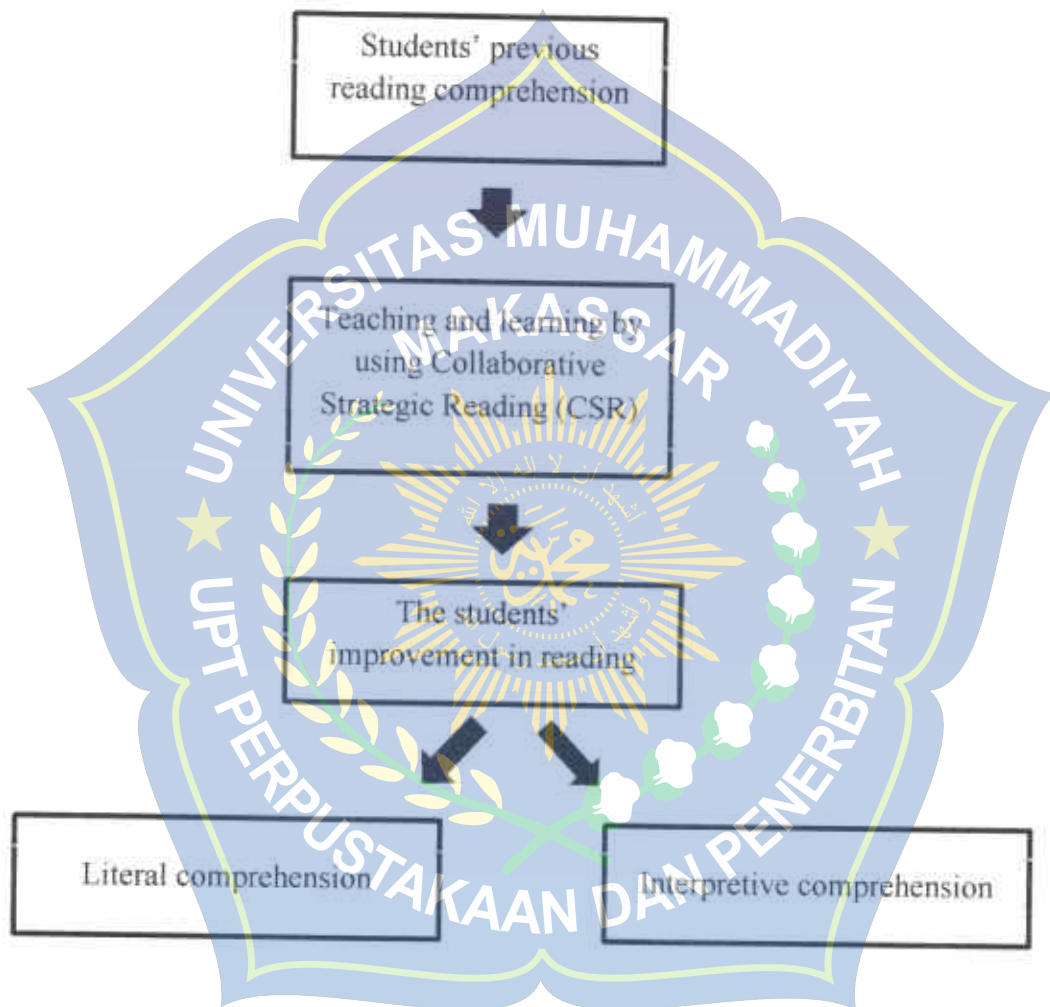


Figure 2.1 conceptual framework

The researcher focuses on literal comprehension and interpretive comprehension. To improve all of that, the researcher will be teaching using Collaborative Strategic Reading (CSR). As the output of the process, it refers to the improving of Students' reading comprehension; students can write a reading text. It includes literal and interpretative comprehension.

F. Hypothesis

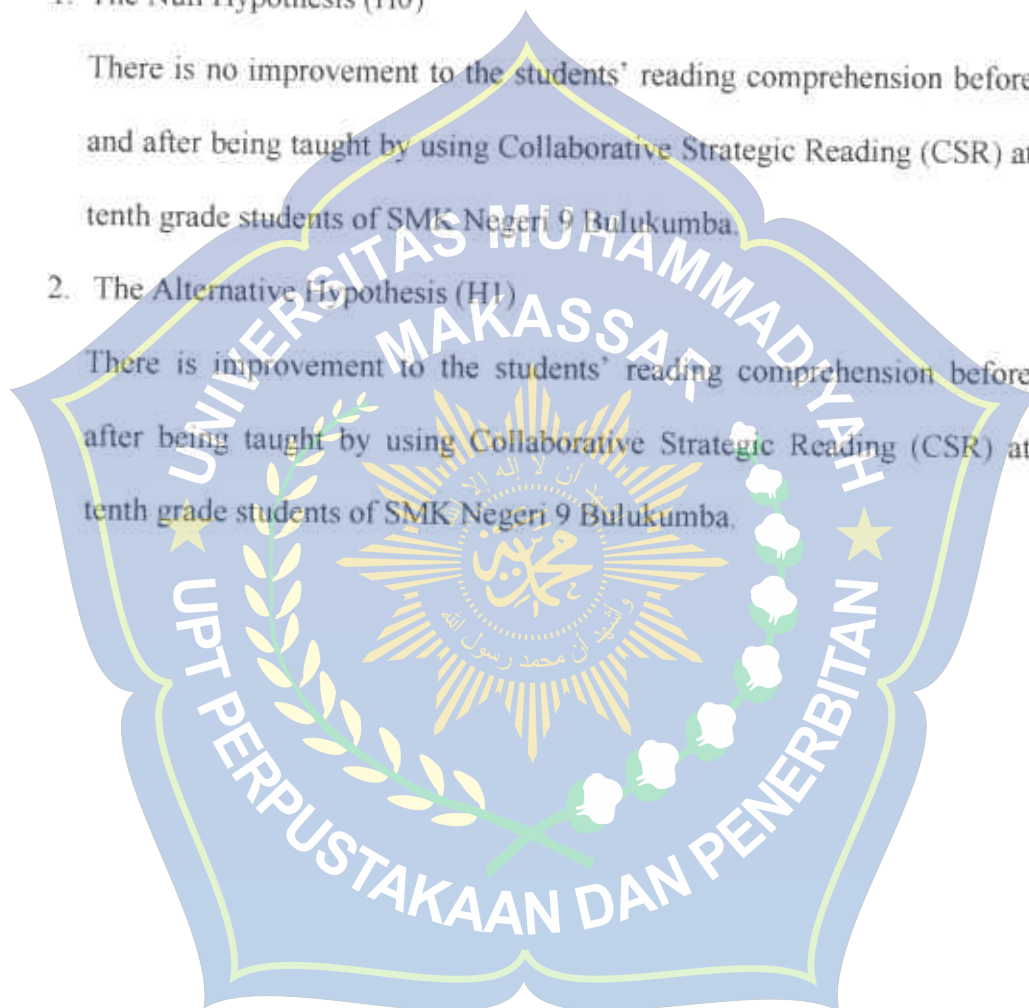
Hypotheses of this research are:

1. The Null Hypothesis (H_0)

There is no improvement to the students' reading comprehension before and after being taught by using Collaborative Strategic Reading (CSR) at tenth grade students of SMK Negeri 9 Bulukumba.

2. The Alternative Hypothesis (H_1)

There is improvement to the students' reading comprehension before after being taught by using Collaborative Strategic Reading (CSR) at tenth grade students of SMK Negeri 9 Bulukumba.



CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, researcher had conducted pre-experimental research. The researcher had conducted a pre-test to determine the students' basic knowledge about their reading skills. The next step is treatment, and researcher have used Collaborative Strategic Reading (CSR) as a method. In the end, the researcher had conducted a post-test. By getting the students' scores on the pre-test and post-test, the significance between the two had been seen. The data was taken from the pre-test and post-test scores. The design of this research can be seen in the table below (Sugiyono, 2010)

Table 3.1 Test Pre-Experimental Design

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| O^1 | X | O^2 |

X : this is treatment using Collaborative Strategic Reading (CSR)

O^1 : this is pre-test had been given the students before treatment

O^2 : this is post-test had been given the students after treatment

The implementation step of research:

1. Pre-test

Pretest had been given to students before being given treatment. The purpose of the pretest was to determine the students' reading scores before they did the treatment.

2. Treatment (6 meetings)

The steps in teaching reading by using Collaborative Strategic Reading (CSR) as follows:

- a. The researcher had prepared six narrative texts for the sixth meeting. The researcher had given students one narrative text in each meeting.
- b. The researcher divided the students into several groups, each group consists of 4 members with various abilities (mixed abilities). The researcher had given roles to all students in each group such as: leader, reporter, core expert and writer.
- c. Researchers had provided further reading material, namely CSR Leader's Cue and CSR Learning Log for each group.
- d. The researcher had asked the students to see the whole text. Students was read the title and relate it using knowledge from the reader, read the first paragraph and make predictions in anticipation of what the text will come, read the last paragraph and look around the passage.
- e. Each group practiced clicks and clinks while reading each section of the text. If students do not know the words the author uses in the text, they write them in the CSR Learning Log.

- f. Each group got the gist by identifying the most important idea in the text section. Students who are core experts have given directions to their members to find the most important ideas in the text. After reading the text, students have wrapped the text with the resulting questions and tried to answer them
 - g. To review, students had written down the most important ideas in the CSR Learning Log. Each group was share that students who are reporters from each group report on what they have learned
 - h. Researcher provided opportunities for students to retell what they have read.
 - i. The researcher had taught the students to ask some questions about the main idea, conclusion and information from the text.
3. Posttest (the last meeting)
- Posttest had been given to students after being given treatment. The purpose of the posttest is to get the students' reading scores after they have done the treatment.

B. Population and Sample

1) Population

The population of this research was the tenth grade of SMKN 9 Bulukumba which consists of 3 classes, with 60 students. Obviously, it can see in the following table.

Table 3.2. Population of The Tenth Grade SMKN 9 Bulukumba

| No | Class | Number of Students |
|----|---------|--------------------|
| 1 | X TKJ 1 | 21 |
| 2 | X TKJ 2 | 22 |
| 3 | X TBSM | 17 |

2) Sample

Selected of the sample was very important step in conducting a research study. In this study researcher used purposive sampling technique. According to Arinkunto 2006, In these samples is taken by taking the subject is not based on strata, random, region but based on their specific purpose. In this research, The researcher looked at the characteristics of the students' low grades in English especially reading and based on information and interviews from the teacher. So, that the sampling in this study was class X TKJ 2 with a total of 22 students.

C. Research Variable and Indicator

There are two variables in this research, those were:

a. Independent

Independent variable was a variable that influences or becomes the cause of change or emergence of the dependent variable. The Independent variable in this Research was using collaborative strategic reading (CSR) allowed students to improve their reading comprehension.

b. Dependent

The dependent variable was a variable which influenced or become active because of the independent variable. The dependent variable in this research was students' reading comprehension especially literal and interpretative comprehension.

The indicators are:

- 1) The indicators of literal reading comprehension were the main ideas and supporting details
- 2) The indicators of interpretative comprehension was make conclusion.

D. Instrument of the Research

According to Arinkunto 2006, test is a series of questions, exercises or other tools used to measure the skills, intelligence knowledge, abilities or talents of an individual or group. In collecting data, the researcher conducted reading test which consisted of essay test for pretest and posttest. This pre-test and post-test consisted of 15 items made in essay. The students had read the text and made conclusions about the text. The aspects that the researchers

focus on in this study were literal reading comprehension and interpretive reading comprehension.

E. Data Collection Method

To get the data, the researcher proceeded with test. According to Arikunto (2010:193) test is sequence of questions or practice which used to measure skill, intelligence knowledge, ability or potency of someone or a group. In this research the data collection method is administering test that consist of pretest and posttest. The procedure of administering test was clarified as follow:

1. Pretest

The pretest had been given to the students before the researcher did the treatment. The goal was to determine the ability of students and get student scores before treatment.

2. Posttest

Posttest had been given to students after being given treatment. The purpose of doing the posttest was to find out student results and get student scores after they do the treatment.

F. Technique of Data Analysis

The data collected through the test was analyzed quantitatively. This quantitative analysis used statistical calculation to test the hypothesis.

The steps undertaken in the quantitative analysis were as follows:

1. Scoring the students' correct answer of pre-test and post-test by using

this formula:
$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of items}} \times 100$$

(Hidayah, 2019)

2. Classifying the score of the students based on the following categories:

Table 3.3 classifying the score of the students

| No. | Mastery Level | Category |
|-----|---------------|-----------|
| 1. | 86-100 | Very Good |
| 2. | 71-85 | Good |
| 3. | 56-70 | Fair |
| 4. | 41-55 | Poor |
| 5. | < 40 | Very Poor |

(Hidayah, 2019)

3. Classifying the score for rubric literal and interpretive based on the following categories:

Table 3.4 Literal Reading Comprehension dealing main ideas

| No | Indicator | Score |
|----|--|-------|
| 1 | Student locates and uses all relevant information stated directly in the text to answer questions, complete tasks, or otherwise demonstrate clear understanding. | 4 |
| 2 | Student locates and uses most relevant information stated directly in the text to answer questions, complete tasks, or otherwise demonstrate clear understanding | 3 |
| 3 | Student locates and uses some relevant information stated directly in the text to answer questions, complete tasks, or otherwise demonstrate clear understanding. | 2 |
| 4 | Student locates and uses little or no relevant information stated directly in the text to answer questions, complete tasks, or otherwise demonstrate clear understanding | 1 |

Harmer (1953.33)

Table 3.5 Scoring Rubric of supporting details

| No | Indicator | Score |
|----|---|-------|
| 1 | Students response includes at least 2 key details from the passage that support the main idea of the passage | 4 |
| 2 | Students response include at least 2 details with at least one key detail from the passage that supports the main idea of the passage | 3 |
| 3 | Students response includes 2 details which does not support the correct main idea | 2 |
| 4 | Students response includes one details that does not support the main idea | 1 |

Harmer (1953:33)

Table 3.6 Interpretive Reading Comprehension dealing make a conclusion

| No | Indicator | Score |
|----|---|-------|
| 1 | Student explains clearly cause-and-effect, sequence, and/or main idea or major concepts in the text to demonstrate thorough understanding | 4 |
| 2 | Student explains cause-and-effect, sequence, and/or main idea or major concepts in the text to demonstrate good understanding | 3 |
| 3 | Student explains some cause-and-effect, sequence, and/or main idea or major concepts in the text to demonstrate partial understanding | 2 |
| 4 | Student does not explain cause-and-effect, sequence, and/or main idea or major concepts in the text to demonstrate understanding. | 1 |

Clarke (1990)

Computing the frequency and the rule percentage of the students' score:

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

Where:

P = Percentage

F = Frequency

N = The total number of students

(Gay2012)

4. Calculating the collection data from the students in answering the test, the researcher use formula to get the mean score of the students as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

X = Mean score

$\sum X$ = The sum of all scores

N = The total number of samples

(Gay, 2012)

5. Find out the standard deviation of the students' reading mastery:

$$SD = \sqrt{\frac{\sum X^2 - \left(\frac{\sum X}{N}\right)^2}{N-1}}$$

Notation:

SD = The total square of the student's score

$\sum X$ = The total score of the students'

N = The number of students'

(Gay, 2012)

6. To find the students' improvement the formula as follows:

$$\% = x100$$

Where:

% = the students' improving

X_1 = the mean score of posttests

X_2 = the mean score of pre-tests

(Gay, 2012)

7. Finding out the significant difference between the score of the pre-test and post-test by using the formula:

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N(N-1)}}$$

Where:

\bar{D} = Mean Score

$\sum D$ = The sum of all scores

N = The total number of students

T = Test of significance

(Gay, 2012)

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

1. The students reading comprehension in term of literal

a. The students reading comprehension in term of literal (main idea)

The result of the technical analysis is the explanation of students' interest scores and reading comprehension scores in the pretest and post-test activities, and the explanation of the student's reading comprehension scores in indicator literal (main idea) as follows.

Table 4.1 Mean scores of indicator literal (main idea)

| Criteria | Mean score | | Improvement (%) |
|-----------|------------|----------|-----------------|
| | Pretest | Posttest | |
| Main idea | 43.86 | 71.59 | 27.73 |

According to the table above, the minimum score before applying the Collaborative Strategic Reading (CSR) learning method was 43.86 points and after applying the Collaborative Strategic Reading (CSR) learning method, the minimum score was 71.59 points.

Based on the analysis result of the student's reading comprehension scores for indicator literal (main idea), before and after

applying the Collaborative Strategic Reading (CSR) method, the student's reading comprehension score explanatory data for indicator literal (main idea) were obtained as follows:

Table 4.2 Frequency distribution of students' reading comprehension on literal indicators (main idea)

| SCORING RANGE | CATEGORY | PRETEST | PERCENTAGE (%) | POSTTEST | PERCENTAGE (%) |
|---------------|-----------|---------|----------------|----------|----------------|
| 86-100 | EXCELLENT | 0 | 0.00 | 1 | 4.55 |
| 71-85 | GOOD | 0 | 0.00 | 12 | 54.55 |
| 56-70 | FAIR | 0 | 0.00 | 9 | 40.91 |
| 41-55 | POOR | 13 | 59.09 | 0 | 0.00 |
| <40 | VERY POOR | 9 | 40.91 | 0 | 0.00 |

According to the table above, 13 students (59.09%) were in the poor category and the remaining 9 students in the very poor category or 40 students before applying the cooperative strategy reading (CSR) method for the literal indicators (main ideas). The 22 students, not one was in the fair, good, and excellent categories. Applying the Collaborative Strategic Reading (CSR) method to the literal indicator (main idea) showed that there were 1 student in the excellent category, 12 students in the excellent category, or 54.55%, and 9 or 40.91% of the students in the moderate category, there being poor and very poor. No students after applying the Collaborative Strategy Reading (CSR) method to the character indicator (main idea) of a category.

The percentage of students' concept understanding scores for literal indicators (main ideas) can be seen in the following diagram:

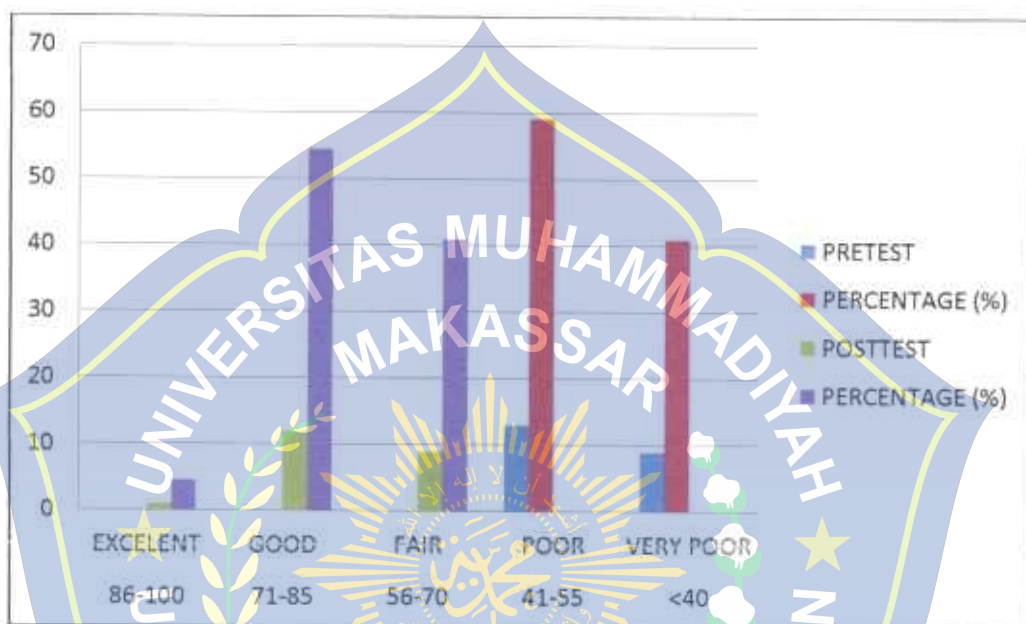


Figure 4.1 Categorization of the percentage of students' reading comprehension on literal indicators (main idea)

b. The students reading comprehension in term of literal (supporting details)

The result of the technical analysis is the explanation of students' interest scores and reading comprehension scores in the pretest and post-test activities, and the explanation of the student's reading comprehension scores in indicator literal (supporting details) as follows:

Table 4.3 Mean scores of indicator literal (supporting details)

| Criteria | Mean score | | Improvement (%) |
|-------------------|------------|----------|-----------------|
| | Pretest | Posttest | |
| Supporting detail | 42.95 | 72.05 | 29.09 |

According to the table above, the minimum score before applying the Collaborative Strategic Reading (CSR) learning method was 42.95 points and after applying the Collaborative Strategic Reading (CSR) learning method, the minimum score was 72.05 points.

Based on the analysis result of the student's reading comprehension scores for indicator literal (supporting details), before and after applying the Collaborative Strategic Reading (CSR) method, the student's reading comprehension score explanatory data for indicator literal (supporting details) were obtained as follows:

Table 4.4 Frequency distribution of students' reading comprehension scores on literal indicators (supporting details)

| SCORING RANGE | CATEGORY | PRETEST | PERCENTAGE (%) | POSTTEST | PERCENTAGE (%) |
|---------------|-----------|---------|----------------|----------|----------------|
| 86-100 | EXCELLENT | 0 | 0.00 | 0 | 0.00 |
| 71-85 | GOOD | 0 | 0.00 | 8 | 36.36 |
| 56-70 | FAIR | 0 | 0.00 | 14 | 63.64 |
| 41-55 | POOR | 9 | 40.91 | 0 | 0.00 |
| <40 | VERY POOR | 13 | 59.09 | 0 | 0.00 |

Based on the table above, as many as 13 students before the application of the Collaborative Strategic Reading (CSR) method on literal indicators (supporting details) or 59.09% were in the poor category while 9 other students were in the very poor category or 40. The 22 students, none were in the category of fair, good and excellent. After the application of the collaborative strategic reading (CSR) method on the literal

supporting details indicator) there were 8 students or 36.36% in the good category, 14 people or 63.64% of students in the Fair category and no students after the application of the Collaborative Strategic Reading (CSR) method on literal indicators (supporting details) is in the poor and very poor categories.

The percentage of students' concept understanding scores on literal indicators (supporting details) can be seen in the following diagram:

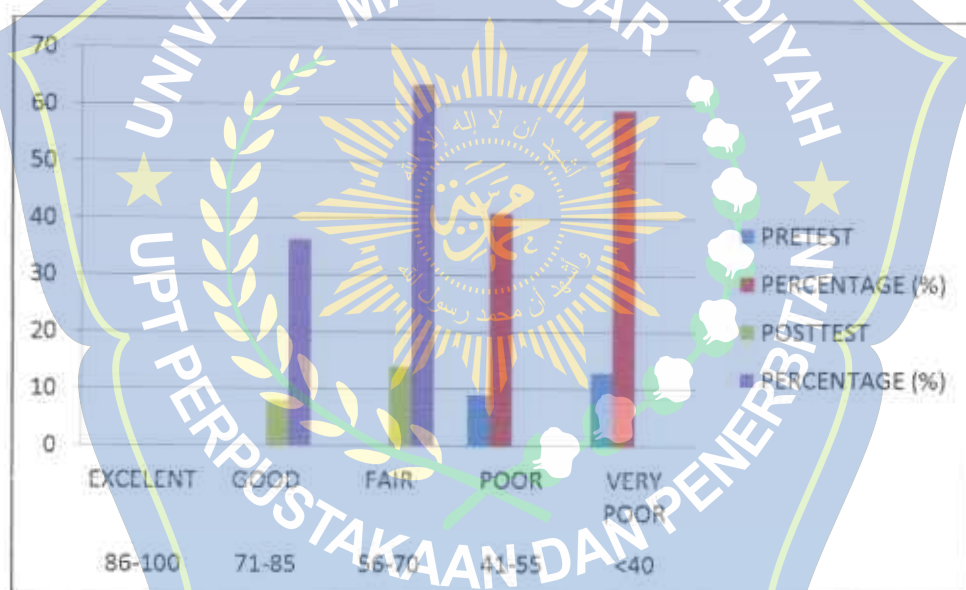


Figure 4.2 Categorization of the percentage of students' reading comprehension on literal indicators (supporting details)

2. The students reading comprehension in term of interpretive (make conclusion)

The result of the technical analysis is the explanation of students' interest scores and reading comprehension scores in the pretest and post-test activities, and the explanation of the student's reading comprehension scores in indicator interpretive (make conclusion) as follows:

Table 4.5 Mean scores of students' reading comprehension in indicator interpretive (make conclusion)

| Criteria | Mean score | | Improvement (%) |
|-----------------|------------|----------|-----------------|
| | pretest | Posttest | |
| Make conclusion | 39.55 | 73.64 | 34.09 |

According to the table above, the minimum score before applying the Collaborative Strategic Reading (CSR) learning method was 39.55 points and after applying the Collaborative Strategic Reading (CSR) learning method, the minimum score was 73.64 points.

Based on the results of the analysis of students' reading comprehension scores for indicator interpretive (make conclusion), data on the description of students' reading comprehension scores on interpretive indicators before and after the application of the Collaborative Strategic Reading (CSR) method was obtained as follows:

Table 4.6 Frequency distribution of students' reading comprehension scores on interpretive indicators (make conclusion)

| SCORING RANGE | CATEGORY | PRETEST | PERCENTAGE (%) | POSTTEST | PERCENTAGE (%) |
|---------------|-----------|---------|----------------|----------|----------------|
| 86-100 | EXCELENT | 0 | 0,00 | 0 | 0,00 |
| 71-85 | GOOD | 0 | 0,00 | 11 | 50,00 |
| 56-70 | FAIR | 1 | 4,55 | 11 | 50,00 |
| 41-55 | POOR | 3 | 13,64 | 0 | 0,00 |
| <40 | VERY POOR | 18 | 81,82 | 0 | 0,00 |

Based on the table above, 1 student before the application of the Collaborative Strategic Reading (CSR) method on interpretive indicators or 4.55% was in the fair category and as many as 3 students were in the

poor category or 13.64% while 18 students other students are in the very poor category or 81.82%. Of the 22 students, none were in the category, good and excellent. After the application of the Collaborative Strategic Reading (CSR) method on interpretive indicators there were 11 students or 50.00% in the good category, 11 people or 50.00% of students in the fair category and no students after the application of the collaborative method strategic reading (CSR) on interpretive indicators is in the excellent, poor and very poor categories.

The percentage of students' concept understanding scores on interpretive indicators can be seen in the following diagram:

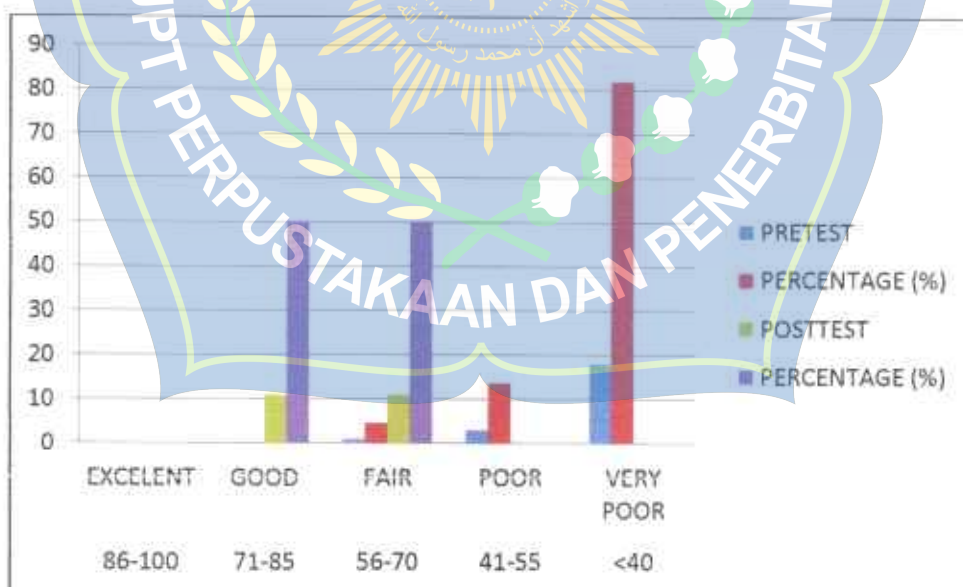


Figure 4.3 Categorization of the percentage of students' reading comprehension on interpretive indicators.

3. The Improvement Students' in Reading Comprehension

The result of the technical analysis is the explanation of students' interest scores and reading comprehension scores in the pretest and post-

test activities, and the explanation of the student's reading comprehension scores as follows:

Table 4.7 Mean scores of students' reading comprehension

| Test | Mean score | Improvement |
|----------|------------|-------------|
| Pretest | 42.12 | 74.13% |
| Posttest | 72.88 | |

Above showed that the students' mean score in pretest was 42,12 and in posttest 72,88. Then the improvement of students' in reading comprehension of pretest to posttest was 74.13%.

4. The Percentage of Students' Score Classification in Reading Comprehension

Based on the results of the analysis of students' reading comprehension scores, data on the description of students' reading comprehension scores before and after the application of the Collaborative Strategic Reading (CSR) method was obtained as follows:

Table 4.8 Frequency distribution of students' reading comprehension scores before and after the application of the Collaborative Strategic Reading (CSR) method

| SCORING RANGE | CATEGORY | PRETEST | PERCENTAGE (%) | POSTTEST | PERCENTAGE (%) |
|---------------|-----------|---------|----------------|----------|----------------|
| 86-100 | EXCELENT | 0 | 0.00 | 0 | 0.00 |
| 71-85 | GOOD | 0 | 0.00 | 15 | 68.18 |
| 56-70 | FAIR | 0 | 0.00 | 7 | 31.82 |
| 41-55 | POOR | 13 | 59.09 | 0 | 0.00 |
| <40 | VERY POOR | 9 | 40.91 | 0 | 0.00 |

the value of t_{count} is greater than t_{table} so that the hypothesis H_0 is rejected and H_a is accepted.

So it can be concluded that there was an increase in students' reading comprehension before and after the Collaborative Strategic Reading (CSR) method was applied.

B. Discussion

This section interpreted the research results and draws conclusions. This study was conducted to answer the question of whether the use of Collaborative Strategic Reading (CSR) is effective for students' reading achievement in class X SMK Negeri 9 Bulukumba.

Based on the findings above in implementation of Collaborative Strategic Reading (CSR) in teaching showed that students' reading comprehension before and after giving treatment. It was supported by the difference score of the students in pretest and posttest, where the student's mean score of the pretest was 42,12 which classified them into the poor category and the students' mean score was posttest 72,88 which classified them into a fairly good category. It shows that students' score was better after implemented the Collaborative Strategic Reading (CSR) in treatment than before with the rate percentage of increased 74,13%.

According to the table indicator literal (main idea) above, the minimum score before applying the Collaborative Strategic Reading (CSR) learning method was 43.86 points and after applying the Collaborative Strategic Reading (CSR) learning method, the minimum

score was 71.59 points. According to the table indicator literal (supporting details) above, the minimum score before applying the Collaborative Strategic Reading (CSR) learning method was 42.95 points and after applying the Collaborative Strategic Reading (CSR) learning method, the minimum score was 72.05 points. According to the table indicator interpretive (make conclusion) above, the minimum score before applying the Collaborative Strategic Reading (CSR) learning method was 39.5 points and after applying the Collaborative Strategic Reading (CSR) learning method, the minimum score was 73.64 points.

The use of this strategy could facilitate the students in understanding the text and collaboration with each other. As stated by Vaughn and Bos in Edi Kurniawan (2014:61) that CSR is a multi-component strategy. This strategy can lead the students to collaborate in groups and facilitate them in understanding what they have learned. Then, the implementation of the 4 steps of this CSR strategy could make the students in each group be more active and focus in the learning process. Indah Pertiwi (2013) in her research entitled "Improving Students' Reading Comprehension through Collaborative Strategic Reading (CSR) Method", found that using Collaborative Strategic Reading (CSR) could improve students' English ability, especially in reading comprehension, and make the students active in the learning process.

Based on the research above, it has similarity with this research in using Collaborative Strategic Reading (CSR), while the difference with

this research was improvement students' reading comprehension. Those findings determined that there was a significant difference in the students' before and after giving treatment in teaching by using the Collaborative Strategic Reading (CSR) in reading. It was supported by the t-test value (32,02) was higher than the t-table value (2,080) and it showed that the Collaborative Strategic Reading (CSR) could improve the students' reading comprehension.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presents conclusions based on the data analysis, survey results and discussion results from the previous chapter, and the researcher reached the following conclusions depending on the research problem.

1. From the result of literal comprehension (main ideas) for class X SMK Negeri 9 Bulukumba, the use of the Collaborative Strategic Reading (CSR) method is useful for improving students' reading comprehension. This strategy helps students improve their core thinking about the text. The results of the data show that the mean score pretest of students in literal comprehension (main idea) is 43.86, while the post-test score is higher than the mean literal comprehension pre-test (main idea) is 71.59. means there is a significant improvement, this study managed to increase the number of students with the main idea that the content t-test value was greater than the t-table.
2. From the results of literal comprehension (supporting details) in class X SMK Negeri 9 Bulukumba, the use of collaborative strategic reading (CSR) methods is useful for improving the reading comprehension of students. This strategy helps students improve the details they support in the story text. From mean score pretest score of students in literal comprehension (supporting details) is 42.95, while the post-test score is

higher than the mean literal comprehension pre-test (supporting details) is 72.05. means there is a significant improvement. The study succeeded in increasing students' support for detail with t-test scores for the major contents of the t-tables.

3. From the results of interpretive comprehension (make conclusion) in class X SMK Negeri 9 Bulukumba conclusions, the use of the Collaborative Strategic Reading (CSR) method is useful for improving students' reading comprehension. This strategy helps students make conclusions in the story text. From mean score of students' pre-test in interpretive comprehension (make conclusion) is 39.55, while the post-test score is higher than the pre-test mean the post-test score in interpretive comprehension (make conclusion) is 73.64: means that there is a significant improvement. The study succeeded in increasing student support for detail with t-test scores for the major contents of the t-tables.

B. Suggestion

Based on our research, here are some suggestions:

1. School English teachers are encouraged to use Collaborative Strategic Reading (CSR) as an alternative strategy for teaching reading comprehension. This proves that Collaborative Strategic Reading (CSR) is effective in influencing students' reading comprehension.
2. The Collaborative Strategic Reading (CSR) is suggested to used in teaching vocabulary through in reading. It can improve also the students' vocabulary mastery and make the students' more focus and active in the class.

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Appendix A

Instrument of Pre-Test

Name :

Class :

No absen :

Read the following text to answer question number 1 to 3

A milkmaid had been in the meadow to milk her cows. Now she was returning home with a pail of milk on her hand. She thought, "I will take cream and butter out of this milk. The after selling them, I will buy eggs. And when they hatch, I shall have a good poultry farm". She further thought, "I shall sell some of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away". She went on day dreaming" she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk split. "Dear, O dear!" she cried, "I have lost mine all".

1. What is the main idea in this paragraph?
2. What is the supporting detail from the story above?
3. What the conclusion from the story above?

Read the following text to answer question number 4 to 6

Tabuik Ceremony is a traditional on the west coast of west sumatera, indonesia, especiaally in pariaman. It is held at the Asura day which falls on the 10th of muharram of the Islamic calendar. In Bengkulu it was known as Tabot. Tabuik is the made of bamboo, rattan, and paper. During the week of Tabuik many activities are held including kite race and other traditional activities. Tabuik is also a term used to refer to thr high funeral biers carried around during the remembrance procession. On the appointed day, all participants of the ceremony gather in the centre of the city. All goverment officials also attended his colossal ceremony in the west Sumatera.

One Tabuik was carried by 40 people. Behid Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perfom martial arts accompanied by Minang Tetabuhan. The sunset marks the end of the procession the Tabuik was the bought to a shore and then floated out to sea. This is conducted as they believe that throwing Tabuik in to the sea will dispose of bad luck.

4. What is the main idea of paragraph 1?
5. What is the supporting detail from the text above?
6. What the conclusion from the text above?

Read the following text to answer question number 7 to 9

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird said Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

7. What is the main idea from the story?
8. What is the supporting details?
9. What the conclusion from the story above?

Read the following text to answer question number 10 to 12.

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend", said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No thank you," said the goat. "Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf, "why dine alone?" "my dear wolf." The goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?"

10. What is the main idea from the paragraph above?
11. What is the supporting details?
12. From the story we can learn...

Read the following text to answer question number 13 to 15

One day a man stopped at a flower shop to order some flowers. He wanted to send it to his mother who lived far in another town through a delivery company. Meanwhile he was looking at sad young girl who was sitting in front of the flower shop. He asked her what was wrong and she replied, "I wanted to buy a red rose for my mother but my money is not enough". The man smiled and said, "Come on in with me I'll buy you a rose." He bought that little girl a rose and he ordered for his own mother flowers too. After buying a rose flower for the girl the man offered the girl a ride to her home. She said "yes please! You can take me to my

mother. She directed him to a cemetery. The girl placed the rose on mother's fresh grave. Knowing the girl's mother had died the man realized that he must show his love to his mother while she was still alive. Then the man returned to the flower shop. He cancelled the flower delivery order picked up the rose flower and drove to reach his mother's house.

13. What is the main idea from the paragraph above?
14. What did the man do after buying the girl red rose?
15. From the story we can learn that we have to....



Instrument of Post-Test

Name :

Class :

No absen :

Read the following text to answer questions number 1 to 3.

Once, a lion, a fox, a jackal and a wolf went hunting together. They looked for their prey and killed a deer. After they discussed their death prey, the lion asked to divide the deer into four equal shares. Then the other three animals skinned and cut it into four.

Just when each animal was about to take his portion, the lion stopped them. "wait" roared the lion. "since I am a member of this hunting party, the first quarter would be mine. Then, as I am also the king of beasts, I am to receive the second share. Since am known for my courage and strenght, I am to receive the third share. As for the fourth share, if you wish to argue with me about its ownership, let's begin, and we will see who will get it".

The wolf got angry but the lion was ready. So, he raised his mighty paw and struck the wolf on the head. The wolf skull was cracked and he died at the same moment. The jackral ran, once he saw the tragedy. He thought of a bad fate that my happened to him. "Hump", grumbled the fox as he walked away with his tail between his legs, but he spoke in a low grow. "You wanted to share all the hard work but keep all the meat to yourself".

1. What is the main idea from the story above?
2. The wolf was angry because...
3. What can we learn from the story?

Read the following text to answer questions number 4 to 6

There was a girl named Pina who lived on a fruit plantation with her mother. When, her mother worked night and day, little Pina spend all her time playing with her friends. When her mother asked her to do something, she would always reply that she couldn't find things, even if it was layig night in front of her eyes. One day, her mother fell ill and couldn't even get up to cook some food. So, she asked Pina to cook some rice. How ever, Pina being her lazy self, said "I can find the pot. So where should I put the rice?" Her mother told her where the pot. Then she said, "where is the ladle, how am I going to cook without a ladle?" again, her sick mother had to tell her the exact location. Pina did the same with salt, rice and water! Enraged by Pina behaviour, her mother curse "May you grow a thousand eyes" and went back to sleep.

When she woke up, she could not find her daughter. She searched and searched and so did every single person on plantation. When Pina's mother saw the fruit, she was immediately reminded of Pina's beautiful brown eyes and thus, the fruit with a thousand eyes was named "Pinya", meaning Pineapple in Tagalog.

4. What is the main idea from the text above?
5. What is the supporting details
6. What can we learn from the story?

Text for questions number 7 through 9

A boy stole a lesson-book from one of his schoolfellows and took it home to his mother. She not only abstained from beating him, but encouraged him. He, next time, stole a cloak and brought it to her, and she again commended him. The youth, advanced to adulthood, proceeded to steal things of still greater value. At last he was caught in the very act, and having his hands bound behind him, was led away to the place of public execution. His mother followed in the crowd and violently beat her breast in sorrow, whereupon the young man said, "I wish to say something to my mother in her ear". She came close to him, and he quickly seized her ear with his teeth and bit it off. The mother upbraided him as an unnatural child, whereon he replied, "Ah! If you had beaten me when I first stole and brought to you that lesson-book, I should not have come to this, nor have been thus led to a disgraceful death".

7. What is the text about?
8. What are the supporting details from the text?
9. What can we learn from the story above?

Text for questions number 10 through 12

The legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a Baby. Every time they prayed to the Gods, asking for a child. One day, there was a loud voice in the sky when they were praying. "You are going to born baby, and later you will give birth to many children. But I have a

requirement for you to obey, if you really want to have children", said the voice. "Whatever you ask, my Lord", the couple answered, "We will do it", "You must sacrifice your first son for the goals". The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the God. One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die. Kesuma knew the situation. Then he said to his parents, "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods". Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

10. What does the first paragraph talk about?

11. What are the supporting details from paragraph one?

12. What lesson can we get from the story?

Read the following text to answer questions number 13 to 15

A hungry crow saw an oyster on the beach one day. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster. First he used his beak, but the shell stayed tightly shut. He even jumped up and down the oyster, but still he could not open it. Another crow came. He saw what the first crow was trying to do and said, "My friend, may I offer you some good advice? I suggest that you pick up the oyster in your beak, fly high into the air, and then drop the oyster onto the wide rock below. The oyster shell will break open and you will be able to have your meal". The hungry crow thought that it was a very good idea. He picked up the oyster with his beak, and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto a wide rock far below. The oyster shell broke wide open. However, the other crow was waiting nearby, and he reached the broken oyster first. He enjoyed a tasty meal, while the hungry crow had nothing to eat.

13. What is the main idea from the story above?

14. What is the supporting detail?

15. What is the moral value of the story?

ANSWER PRETEST

1. Milkmaid
2. She was returning home with pail of milk on her hand she thought I will take cream and butter out of this milk. After selling them I will buy eggs, when they hatch
3. The milk split and pail of milk come tumbling down
4. Tabuik ceremony
5. Its held at asura day which falls on the 10th of muharram of islamic calender. In Bengkulu it was known as tabot. Made of bamboo , rattan and paper
6. Tabuik ceremony is traditional on the west cost of west sumatra, tabuk was carried by 40 people, a group of people wearing traditional cloathes carry various percussion. Tabuik was bought to shore and the floated out to sea
7. Smart parrot
8. There was no another parrot like it. It was very smart, would say any word except one
9. There was a man have wonderful parrot smart and can say any word
10. The Wolf and The Goat
11. The wolf smacked his lips at the thought of a fine goat dinner.
12. That Don't easily believe in well behaved creatures.
13. a man helped a girl by buying her a flower
14. The man offered the girl a ride to her home
15. Show our loves to our mother

ANSWER POSTTEST

1. Hunting party
2. Because the lion so selfish about the portion of deer that they were hunt together
3. Don't be selfish
4. Pina who lived in fruit plantation
5. Pina spend her playing with her friend
6. We cant be lazy
7. Stolen boy
8. He stolen a cloak and brought it to his mother, and his mother commeted him again and beating him
9. Don't let a small mistake, because a small mistake can be big mistake
10. The couple who like in mount bromo, who want to have child
11. The couples want to have child. They had married for long time but they got no baby
12. Don't broke your promise
13. The crow and the olyster
14. He want to eat tasty meat inside to shell, so he tried to open oyster
15. Don't lie

Appendix B

Students' answer pretest

Nama: Aldi Setiawan

ANSWER

1. The main idea in paragraph make cream and butter out of this milk 2
2. The after selling them, I will buy eggs.
3. Milk squeezer accidentally spilled 2
4. The main idea of paragraph tabuk ceremony is a traditional on the west coast of west sumatera 3
5. Tabuk is the made of bamboo, rattan, and paper. 2
6. Tabuk ceremony is traditional on the west coast of west sumatera, tabuk was carried by 10 people a group of people wearing traditional clothes carry various of percussion 4
7. The main idea from the story the man tried to teach the parrot to say antaro 1
8. But the bird would not say the word. 2
9. The man have wonderfull parrot want an can say any word. 4
10. My Dear wolf
11. The goat finally said, are you quite sure that is my dinner you are worrying about and not your own? 2
12. Dear friend 2
13. Flower shop 1
14. Order same flower 1
15. The flower shop 1

$$\frac{30}{60} \times 100 = 50$$

Students' answer posttest

Name : Aldi Setiawan

ANSWER

1. The main idea from the story is hunting party. 4
2. All the wolf's food is taken by the lion. 3
3. If we work together, we must share. 3
4. The main idea from the text is Pina who lived on a fruit plantation. 4
5. Lazy girl who live in a fruit plantation with her mother. 3
6. Respect and obey your mother. 3
7. A boy stole a lesson book from the one of his school fellows and took it home to his mother. 3
8. The story about a child steal into adulthood. 3
9. Do not steal or forbid anyone from doing anything wrong. 3
10. Once upon a time on mount bromo, East Java, there were a couple living there. 3
11. The new couple wanted to have a child but they had married for a long time but they hadn't got a baby. 4
12. Don't forget promise. 3
13. The crow and the oyster. 4
14. The ~~stard~~ wanted to eat the tasty meat inside the shell. rohe tried ~~later~~ to open the oyster. 4
15. Don't lie. 3

$$\frac{50}{60} \times 100 = 83$$

Appendix C

DESCRIPTION STATISTICAL ANALYSIS

STUDENT'S READING COMPREHENSION VARIABLES

1. PRETEST

Number of Samples (n) = 22
 Highest Score = 30
 Lowest Score = 22
 Score Range = highest score – lowest score
 = $30 - 22 = 8$
 Number of classes (k) = $1 + 3,3 \log (n)$
 = $1 + 3,3 \log 22$
 = $1 + 4,429$
 = 5,429
 = 5 (rounded)
 Class length = $\frac{\text{range}}{\text{number of classes}}$
 = $\frac{8}{5}$
 = 1,6
 = 2 (rounded)

Table. Distribution of students' pretest frequency

| Interval | f_i | x_i | x_i^2 | $f_i \cdot x_i$ | $f_i \cdot x_i^2$ |
|--------------|-----------|-------|----------------|-----------------|-------------------|
| 21-22 | 3 | 21.50 | 462.25 | 64.50 | 1386.75 |
| 23-24 | 6 | 23.50 | 552.25 | 141.00 | 3313.5 |
| 25-26 | 4 | 25.50 | 650.25 | 102.00 | 2601 |
| 27-28 | 8 | 27.50 | 756.25 | 220.00 | 6050 |
| 29-30 | 1 | 29.50 | 870.25 | 209.50 | 870.25 |
| Total | 22 | | 3291.25 | 557 | 14221.5 |

Average:

$$\bar{x} = \frac{\sum f_i \cdot x_i}{n} = \frac{557}{22} = 25,31$$

Standard Deviation:

$$s = \sqrt{\frac{\sum f_i \cdot x_i^2 - \frac{(\sum f_i \cdot x_i)^2}{n}}{n - 1}}$$

$$s = \sqrt{\frac{14221,5 - \frac{(3102,49)^2}{22}}{22 - 1}}$$

$$s = \sqrt{\frac{14221,5 - 14102,22}{21}}$$

$$s = \sqrt{5,68}$$

$$s = 2,38$$

2. POSTTEST

Number of Samples (n) = 22

Highest Score = 50

Lowest Score = 42

Score Range = highest score – lowest score
= 50 – 42 = 8

Number of classes (k) = $1 + 3,3 \log (n)$
= $1 + 3,3 \log 22$
= $1 + 4,429$
= 5,429
 ≈ 5 (rounded)

Class length = $\frac{\text{range}}{\text{number of classes}}$
= $\frac{8}{5}$
= 1,6
 ≈ 2 (rounded)

Table. Student posttest frequency distribution

| Interval | f_i | x_i | x_i^2 | $f_i \cdot x_i$ | $f_i \cdot x_i^2$ |
|---------------|-----------|-------|--------------|-----------------|-------------------|
| 41-42 | 7 | 41.50 | 1722.25 | 290.50 | 12055.75 |
| 43-44 | 10 | 43.50 | 1892.25 | 435.00 | 18922.5 |
| 45-46 | 2 | 45.50 | 2070.25 | 91.00 | 4140.5 |
| 47-48 | 1 | 47.50 | 2256.25 | 47.50 | 2256.25 |
| 49-50 | 2 | 49.50 | 2450.25 | 99.00 | 4900.5 |
| Jumlah | 22 | | 10391 | 963 | 42275.5 |

Average:

$$\bar{x} = \frac{\sum f_i \cdot x_i}{n} = \frac{963}{22} = 43,77$$

Standard Deviation:

$$s = \sqrt{\frac{\sum f_i \cdot x_i^2 - \frac{(\sum f_i \cdot x_i)^2}{n}}{n - 1}}$$

$$s = \sqrt{\frac{8418.75 - \frac{(927369)^2}{22}}{22 - 1}}$$

$$s = \sqrt{\frac{42275.5 - 42153.14}{21}}$$

$$s = \sqrt{5,82}$$

$$s = 2,4$$

Appendix D

A. STUDENTS' READING COMPREHENSION DATA SCORE

1. PRETEST

Table. Data on students' reading comprehension scores

| NAME | SAMPLE | SCORE | VALUE |
|----------------------|--------|-------|-------|
| ALDI SETIAWAN | S-1 | 30 | 50.00 |
| AQRI DWI AQRAM | S-2 | 25 | 41.67 |
| ARDANDI WAHIDIN | S-3 | 27 | 45.00 |
| ARPAN RAMADHAN | S-4 | 25 | 41.67 |
| ARYA ADE PUTRA | S-5 | 24 | 40.00 |
| ASTIKA DEWI SARI | S-6 | 27 | 45.00 |
| DEVI SETYA NINGSIH | S-7 | 27 | 45.00 |
| FITRIANI | S-8 | 25 | 41.67 |
| JULI | S-9 | 24 | 40.00 |
| MARSA RIFDAYANINGSIH | S-10 | 22 | 36.67 |
| MAYA PEBRIANI | S-11 | 28 | 46.67 |
| MUH. NUR ILHAM | S-12 | 27 | 45.00 |
| MUHLIS | S-13 | 23 | 38.33 |
| NURELISA | S-14 | 27 | 45.00 |
| NURUL HIKMAH | S-15 | 24 | 40.00 |
| RAYHAN ALY DZAKI | S-16 | 24 | 40.00 |
| REZA AGUSTIAWAN | S-17 | 27 | 45.00 |
| RIKA NUR ARISKA | S-18 | 25 | 41.67 |
| RIKA NURHATIMAH | S-19 | 22 | 36.67 |
| SUBHAN SETYO | S-20 | 23 | 38.33 |
| ANDRIANI PUTRI | S-21 | 28 | 46.67 |
| SYAHRUL GUNAWAN | S-22 | 22 | 36.67 |

2. POSTTEST

Table. Data on students' reading comprehension scores

| NAME | SAMPLE | SCORE | VALUE |
|----------------------|--------|-------|-------|
| ALDI SETIAWAN | S-1 | 50 | 83.33 |
| AQRI DWI AGRAM | S-2 | 42 | 70.00 |
| ARDANDI WAHIDIN | S-3 | 43 | 71.67 |
| ARPAN RAMADHAN | S-4 | 42 | 70.00 |
| ARYA ADE PUTRA | S-5 | 44 | 73.33 |
| ASTIKA DEWI SARI | S-6 | 43 | 71.67 |
| DEVI SETYA NINGSIH | S-7 | 48 | 80.00 |
| FITRIANI | S-8 | 42 | 70.00 |
| JULI | S-9 | 42 | 70.00 |
| MARSA RIFDAYANINGSIH | S-10 | 49 | 81.67 |
| MAYA PEBRIANI | S-11 | 43 | 71.67 |
| MUH. NUR ILHAM | S-12 | 43 | 71.67 |
| MUHLIS | S-13 | 43 | 71.67 |
| NURELISA | S-14 | 44 | 73.33 |
| NURUL HIKMAH | S-15 | 43 | 71.67 |
| RAYHAN ALY DZAKI | S-16 | 42 | 70.00 |
| REZA AGUSTIAWAN | S-17 | 43 | 71.67 |
| RIKA NUR ARISKA | S-18 | 44 | 73.33 |
| RIKA NURHATIMAH | S-19 | 44 | 73.33 |
| SUBHAN SETYO | S-20 | 42 | 70.00 |
| ANDRIANI PUTRI | S-21 | 44 | 73.33 |
| SYAHRUL GUNAWAN | S-22 | 42 | 70.00 |

**B. STUDENTS' READING COMPREHENSION SCORES DATA
EACH INDICATOR**

1. PRETEST

a) Data table of participants' reading comprehension scores on literal indicators (main idea)

| NO | SAMPLE | LITERAL (MAIN IDEA) / QUESTION NUMBER | | | | | TOTAL SCORE | VALUE |
|---------|--------|--|----|----|----|----|----------------|-------|
| | | 1 | 4 | 7 | 10 | 13 | | |
| 1 | S-1 | 2 | 3 | 1 | 2 | 1 | 9 | 45 |
| 2 | S-2 | 2 | 1 | 2 | 2 | | 8 | 40 |
| 3 | S-3 | 1 | 2 | 2 | 3 | 1 | 9 | 45 |
| 4 | S-4 | 2 | 2 | 1 | 2 | 1 | 8 | 40 |
| 5 | S-5 | 2 | 2 | 1 | 1 | 3 | 9 | 45 |
| 6 | S-6 | 1 | 2 | 2 | 4 | 1 | 10 | 50 |
| 7 | S-7 | 2 | 1 | 2 | 2 | 2 | 9 | 45 |
| 8 | S-8 | 2 | 1 | 2 | 2 | 1 | 8 | 40 |
| 9 | S-9 | 2 | 2 | 1 | 1 | 3 | 9 | 45 |
| 10 | S-10 | 2 | 2 | 1 | 1 | 2 | 8 | 40 |
| 11 | S-11 | 2 | 3 | 2 | 2 | 1 | 10 | 50 |
| 12 | S-12 | 1 | 2 | 2 | 3 | 1 | 9 | 45 |
| 13 | S-13 | 2 | 2 | 1 | 1 | 3 | 9 | 45 |
| 14 | S-14 | 1 | 2 | 2 | 4 | 1 | 10 | 50 |
| 15 | S-15 | 2 | 2 | 1 | 1 | 3 | 9 | 45 |
| 16 | S-16 | 2 | 2 | 1 | 2 | 1 | 8 | 40 |
| 17 | S-17 | 1 | 2 | 2 | 3 | 1 | 9 | 45 |
| 18 | S-18 | 2 | 2 | 1 | 2 | 1 | 8 | 40 |
| 19 | S-19 | 2 | 2 | 1 | 1 | 2 | 8 | 40 |
| 20 | S-20 | 2 | 1 | 1 | 3 | 1 | 8 | 40 |
| 21 | S-21 | 2 | 3 | 2 | 2 | 1 | 10 | 50 |
| 22 | S-22 | 2 | 2 | 1 | 1 | 2 | 8 | 40 |
| TOTAL | | 39 | 43 | 32 | 45 | 34 | | |
| AVERAGE | | 38.60 | | | | | | |

b) Data table of participants' reading comprehension scores on literal indicators (supporting details)

| NO | SAMPLE | LITERAL (SUPPORTING DETAILS) / QUESTION NUMBER | | | | | TOTAL SCORE | VALUE |
|---------|--------|--|----|----|----|----|-------------|-------|
| | | 2 | 5 | 8 | 11 | 14 | | |
| 1 | S-1 | 1 | 2 | 2 | 2 | 1 | 8 | 40 |
| 2 | S-2 | 2 | 1 | 1 | 3 | 2 | 9 | 45 |
| 3 | S-3 | 2 | 3 | 1 | 2 | 2 | 10 | 50 |
| 4 | S-4 | 2 | 2 | 2 | 1 | 2 | 9 | 45 |
| 5 | S-5 | 2 | 1 | 2 | 1 | 2 | 8 | 40 |
| 6 | S-6 | 2 | 2 | 2 | 1 | 1 | 8 | 40 |
| 7 | S-7 | 2 | 1 | 1 | 1 | 2 | 7 | 35 |
| 8 | S-8 | 2 | 2 | 1 | 3 | 2 | 10 | 50 |
| 9 | S-9 | 2 | 1 | 2 | 1 | 2 | 8 | 40 |
| 10 | S-10 | 2 | 1 | 2 | 1 | 1 | 7 | 35 |
| 11 | S-11 | 1 | 2 | 4 | 2 | 1 | 10 | 50 |
| 12 | S-12 | 2 | 3 | 1 | 2 | 2 | 10 | 50 |
| 13 | S-13 | 2 | 1 | 2 | 1 | 2 | 8 | 40 |
| 14 | S-14 | 2 | 2 | 2 | 1 | 1 | 8 | 40 |
| 15 | S-15 | 2 | 1 | 2 | 1 | 2 | 8 | 40 |
| 16 | S-16 | 2 | 2 | 1 | 1 | 2 | 8 | 40 |
| 17 | S-17 | 2 | 3 | 1 | 2 | 2 | 10 | 50 |
| 18 | S-18 | 2 | 2 | 2 | 1 | 2 | 9 | 45 |
| 19 | S-19 | 2 | 2 | 2 | 1 | 2 | 8 | 40 |
| 20 | S-20 | 2 | 2 | 1 | 1 | 2 | 8 | 40 |
| 21 | S-21 | 1 | 2 | 4 | 2 | 1 | 10 | 50 |
| 22 | S-22 | 2 | 1 | 2 | 1 | 2 | 8 | 40 |
| TOTAL | | 41 | 38 | 40 | 32 | 38 | | |
| AVERAGE | | 37.80 | | | | | | |

c) Data table of participants' reading comprehension scores on
interfretive indicators

| NO | SAMPLE | INTERFRETIVE/ QUESTION | | | | | TOTAL SCORE | VALUE |
|---------|--------|------------------------|----|----|----|----|----------------|-------|
| | | 3 | 6 | 9 | 12 | 15 | | |
| 1 | S-1 | 2 | 4 | 4 | 2 | 1 | 13 | 65 |
| 2 | S-2 | 2 | 2 | 1 | 1 | 2 | 8 | 40 |
| 3 | S-3 | 2 | 1 | 2 | 2 | 1 | 8 | 40 |
| 4 | S-4 | 2 | 1 | 1 | 3 | 1 | 8 | 40 |
| 5 | S-5 | 1 | 1 | 3 | 1 | 1 | 7 | 35 |
| 6 | S-6 | 1 | 3 | 1 | 2 | 2 | 9 | 45 |
| 7 | S-7 | 3 | 2 | 2 | 1 | 3 | 11 | 55 |
| 8 | S-8 | 1 | 2 | 1 | 1 | 2 | 7 | 35 |
| 9 | S-9 | 1 | 1 | 3 | 1 | 1 | 7 | 35 |
| 10 | S-10 | 1 | 1 | 2 | 1 | 2 | 7 | 35 |
| 11 | S-11 | 2 | 1 | 2 | 2 | 1 | 8 | 40 |
| 12 | S-12 | 2 | 1 | 2 | 2 | 1 | 8 | 40 |
| 13 | S-13 | 1 | 1 | 2 | 1 | 1 | 6 | 30 |
| 14 | S-14 | 1 | 3 | 1 | 2 | 2 | 9 | 45 |
| 15 | S-15 | 1 | 1 | 3 | 1 | 1 | 7 | 35 |
| 16 | S-16 | 2 | 1 | 1 | 3 | 1 | 8 | 40 |
| 17 | S-17 | 2 | 1 | 2 | 2 | 1 | 8 | 40 |
| 18 | S-18 | 2 | 1 | 1 | 3 | 1 | 8 | 40 |
| 19 | S-19 | 1 | 1 | 2 | 1 | 1 | 6 | 30 |
| 20 | S-20 | 2 | 1 | 2 | 1 | 1 | 7 | 35 |
| 21 | S-21 | 2 | 1 | 2 | 2 | 1 | 8 | 40 |
| 22 | S-22 | 1 | 1 | 2 | 1 | 1 | 6 | 30 |
| TOTAL | | 35 | 32 | 42 | 36 | 29 | | |
| AVERAGE | | 34.80 | | | | | | |

2. POSTTEST

a) Data table of participants' reading comprehension scores on literal indicators (main idea)

| NO | SAMPLE | LITERAL (MAIN IDEA) / QUESTION NUMBER | | | | | TOTAL SCORE | VALUE |
|---------|--------|--|----|----|----|----|----------------|-------|
| | | 1 | 4 | 7 | 10 | 13 | | |
| 1 | S-1 | 4 | 4 | 3 | 3 | 4 | 18 | 90 |
| 2 | S-2 | 3 | 2 | 2 | 2 | 4 | 12 | 60 |
| 3 | S-3 | 3 | 2 | 2 | 4 | 2 | 14 | 70 |
| 4 | S-4 | 4 | 3 | 3 | 3 | 2 | 15 | 75 |
| 5 | S-5 | 4 | 3 | 3 | 3 | 3 | 15 | 75 |
| 6 | S-6 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 7 | S-7 | 3 | 3 | 2 | 2 | 3 | 14 | 70 |
| 8 | S-8 | 3 | 2 | 2 | 2 | 4 | 12 | 60 |
| 9 | S-9 | 4 | 3 | 3 | 3 | 2 | 15 | 75 |
| 10 | S-10 | 4 | 2 | 3 | 3 | 4 | 16 | 80 |
| 11 | S-11 | 3 | 2 | 2 | 4 | 2 | 14 | 70 |
| 12 | S-12 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 13 | S-13 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 14 | S-14 | 4 | 3 | 3 | 3 | 3 | 15 | 75 |
| 15 | S-15 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 16 | S-16 | 3 | 2 | 2 | 2 | 4 | 12 | 60 |
| 17 | S-17 | 3 | 2 | 2 | 4 | 2 | 14 | 70 |
| 18 | S-18 | 4 | 3 | 3 | 3 | 3 | 15 | 75 |
| 19 | S-19 | 4 | 3 | 3 | 3 | 3 | 15 | 75 |
| 20 | S-20 | 3 | 2 | 2 | 2 | 4 | 12 | 60 |
| 21 | S-21 | 4 | 3 | 3 | 3 | 3 | 15 | 75 |
| 22 | S-22 | 3 | 2 | 2 | 2 | 4 | 12 | 60 |
| TOTAL | | 75 | 58 | 57 | 63 | 68 | | |
| AVERAGE | | 64.20 | | | | | | |

b) Data table of participants' reading comprehension scores on literal indicators (supporting details)

| NO | SAMPLE | LITERAL (SUPPORTING DETAILS) / | | | | | TOTAL | VALUE |
|---------|--------|--------------------------------|----|----|----|----|-------|-------|
| | | QUESTION NUMBER | | | | | | |
| | | 2 | 5 | 8 | 11 | 14 | | |
| 1 | S-1 | 3 | 3 | 3 | 4 | 4 | 17 | 85 |
| 2 | S-2 | 4 | 3 | 2 | 3 | 3 | 15 | 75 |
| 3 | S-3 | 2 | 3 | 3 | 3 | 3 | 14 | 70 |
| 4 | S-4 | 3 | 3 | 3 | 2 | 3 | 14 | 70 |
| 5 | S-5 | 3 | 2 | 2 | 2 | 4 | 13 | 65 |
| 6 | S-6 | 3 | 3 | 2 | 3 | 3 | 14 | 70 |
| 7 | S-7 | 3 | 4 | 3 | 4 | 3 | 17 | 85 |
| 8 | S-8 | 4 | 3 | 2 | 3 | 3 | 15 | 75 |
| 9 | S-9 | 3 | 3 | 3 | 2 | 3 | 14 | 70 |
| 10 | S-10 | 3 | 3 | 3 | 4 | 4 | 17 | 85 |
| 11 | S-11 | 2 | 3 | 3 | 3 | 3 | 14 | 70 |
| 12 | S-12 | 3 | 3 | 2 | 3 | 3 | 14 | 70 |
| 13 | S-13 | 3 | 3 | 2 | 3 | 3 | 14 | 70 |
| 14 | S-14 | 3 | 2 | 2 | 2 | 4 | 13 | 65 |
| 15 | S-15 | 3 | 3 | 2 | 3 | 3 | 14 | 70 |
| 16 | S-16 | 4 | 3 | 2 | 3 | 3 | 15 | 75 |
| 17 | S-17 | 2 | 3 | 3 | 3 | 3 | 14 | 70 |
| 18 | S-18 | 3 | 2 | 2 | 2 | 4 | 13 | 65 |
| 19 | S-19 | 3 | 2 | 2 | 2 | 4 | 13 | 65 |
| 20 | S-20 | 4 | 3 | 2 | 3 | 3 | 15 | 75 |
| 21 | S-21 | 3 | 2 | 2 | 2 | 4 | 13 | 65 |
| 22 | S-22 | 4 | 3 | 2 | 3 | 3 | 15 | 75 |
| TOTAL | | 68 | 62 | 52 | 62 | 73 | | |
| AVERAGE | | 63.40 | | | | | | |

c) Data table of participants' reading comprehension scores on interpretive indicator (Make conclusion)

| NO | SAMPLE | INTERPRETIVE/ QUESTION NUMBER | | | | | TOTAL SCORE | VALUE |
|---------|--------|-------------------------------|----|----|----|----|-------------|-------|
| | | 3 | 6 | 9 | 12 | 15 | | |
| 1 | S-1 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 2 | S-2 | 3 | 3 | 2 | 3 | 3 | 14 | 70 |
| 3 | S-3 | 3 | 4 | 3 | 3 | 3 | 16 | 80 |
| 4 | S-4 | 3 | 2 | 2 | 3 | 3 | 13 | 65 |
| 5 | S-5 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 6 | S-6 | 2 | 3 | 2 | 4 | 3 | 14 | 70 |
| 7 | S-7 | 3 | 4 | 3 | 4 | 4 | 18 | 90 |
| 8 | S-8 | 3 | 3 | 3 | 3 | 3 | 14 | 70 |
| 9 | S-9 | 3 | 2 | 2 | 3 | 3 | 13 | 65 |
| 10 | S-10 | 3 | 4 | 3 | 3 | 3 | 16 | 80 |
| 11 | S-11 | 3 | 4 | 3 | 3 | 3 | 16 | 80 |
| 12 | S-12 | 2 | 3 | 2 | 4 | 3 | 14 | 70 |
| 13 | S-13 | 2 | 3 | 2 | 4 | 3 | 14 | 70 |
| 14 | S-14 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 15 | S-15 | 2 | 3 | 2 | 4 | 3 | 14 | 70 |
| 16 | S-16 | 3 | 3 | 2 | 3 | 3 | 14 | 70 |
| 17 | S-17 | 3 | 4 | 3 | 3 | 3 | 16 | 80 |
| 18 | S-18 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 19 | S-19 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 20 | S-20 | 3 | 3 | 2 | 3 | 3 | 14 | 70 |
| 21 | S-21 | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 22 | S-22 | 3 | 3 | 2 | 3 | 3 | 14 | 70 |
| TOTAL | | 62 | 69 | 55 | 71 | 67 | | |
| AVERAGE | | 64.80 | | | | | | |

C. MEAN SCORE OF STUDENTS' READING COMPREHENSION

1. Literal Comprehension (Main idea)

| MAIN IDEA | | |
|-----------|---------|---------|
| SAMPLE | PRETEST | POSTEST |
| S-1 | 45.00 | 90.00 |
| S-2 | 40.00 | 60.00 |
| S-3 | 45.00 | 70.00 |
| S-4 | 40.00 | 75.00 |
| S-5 | 45.00 | 75.00 |
| S-6 | 50.00 | 75.00 |
| S-7 | 45.00 | 70.00 |
| S-8 | 40.00 | 60.00 |
| S-9 | 45.00 | 75.00 |
| S-10 | 40.00 | 80.00 |
| S-11 | 50.00 | 70.00 |
| S-12 | 45.00 | 75.00 |
| S-13 | 45.00 | 75.00 |
| S-14 | 50.00 | 75.00 |
| S-15 | 45.00 | 75.00 |
| S-16 | 40.00 | 60.00 |
| S-17 | 45.00 | 70.00 |
| S-18 | 40.00 | 75.00 |
| S-19 | 40.00 | 75.00 |
| S-20 | 40.00 | 60.00 |
| S-21 | 50.00 | 75.00 |
| S-22 | 40.00 | 60.00 |
| | 43.86 | 71.59 |

2. Literal Comprehension (Supporting details)

| SUPPORTING DETAILS | | |
|--------------------|---------|---------|
| SAMPLE | PRETEST | POSTEST |
| S-1 | 40.00 | 85 |
| S-2 | 45.00 | 75 |
| S-3 | 50.00 | 70 |
| S-4 | 45.00 | 70 |
| S-5 | 40.00 | 65 |
| S-6 | 40.00 | 70 |
| S-7 | 35.00 | 85 |
| S-8 | 50.00 | 75 |
| S-9 | 40.00 | 70 |
| S-10 | 35.00 | 85 |
| S-11 | 50.00 | 70 |
| S-12 | 50.00 | 70 |
| S-13 | 40.00 | 70 |
| S-14 | 40.00 | 65 |
| S-15 | 40.00 | 70 |
| S-16 | 40.00 | 75 |
| S-17 | 50.00 | 70 |
| S-18 | 45.00 | 65 |
| S-19 | 40.00 | 65 |
| S-20 | 40.00 | 75 |
| S-21 | 50.00 | 65 |
| S-22 | 40.00 | 75 |
| | 42.95 | 72.05 |

3. interpretive comprehension (Make conclusion)

| MAKE CONCLUSION | | |
|-----------------|---------|---------|
| SAMPLE | PRETEST | POSTEST |
| S-1 | 65.00 | 75.00 |
| S-2 | 40.00 | 70.00 |
| S-3 | 40.00 | 80.00 |
| S-4 | 40.00 | 65.00 |
| S-5 | 35.00 | 75.00 |
| S-6 | 45.00 | 70.00 |
| S-7 | 55.00 | 90.00 |
| S-8 | 35.00 | 70.00 |
| S-9 | 35.00 | 65.00 |
| S-10 | 35.00 | 80.00 |
| S-11 | 40.00 | 80.00 |
| S-12 | 40.00 | 70.00 |
| S-13 | 30.00 | 70.00 |
| S-14 | 45.00 | 75.00 |
| S-15 | 35.00 | 70.00 |
| S-16 | 40.00 | 70.00 |
| S-17 | 40.00 | 80.00 |
| S-18 | 40.00 | 75.00 |
| S-19 | 30.00 | 75.00 |
| S-20 | 35.00 | 70.00 |
| S-21 | 40.00 | 75.00 |
| S-22 | 30.00 | 70.00 |
| | 39.55 | 73.64 |

D. MEAN SCORE OF PERCENTAGE ON STUDENTS' READING COMPREHENSION

| SAMPLE | PRETEST | POSTEST | PERCENTAGE |
|--------|---------|---------|------------|
| S-1 | 50.00 | 83.33 | 66.67 |
| S-2 | 41.67 | 70.00 | 68.00 |
| S-3 | 45.00 | 71.67 | 59.26 |
| S-4 | 41.67 | 70.00 | 68.00 |
| S-5 | 40.00 | 73.33 | 83.33 |
| S-6 | 45.00 | 71.67 | 59.26 |
| S-7 | 45.00 | 80.00 | 77.78 |
| S-8 | 41.67 | 70.00 | 68.00 |
| S-9 | 40.00 | 70.00 | 75.00 |
| S-10 | 36.67 | 81.67 | 122.73 |
| S-11 | 46.67 | 71.67 | 53.57 |
| S-12 | 45.00 | 71.67 | 59.26 |
| S-13 | 38.33 | 71.67 | 86.96 |
| S-14 | 45.00 | 73.33 | 62.96 |
| S-15 | 40.00 | 71.67 | 79.17 |
| S-16 | 40.00 | 70.00 | 75.00 |
| S-17 | 45.00 | 71.67 | 59.26 |
| S-18 | 41.67 | 73.33 | 76.00 |
| S-19 | 36.67 | 73.33 | 100.00 |
| S-20 | 38.33 | 70.00 | 82.61 |
| S-21 | 46.67 | 73.33 | 57.14 |
| S-22 | 36.67 | 70.00 | 90.91 |
| | 42.12 | 72.88 | 74.13 |

Appendix E

Statistical Inference Analysis

Hypothesis test

Hypothesis test using t-test with the following equation:

$$t = \frac{\frac{\sum D}{n}}{\frac{s}{\sqrt{n}}}$$

with :

$$s = \sqrt{\frac{1}{n-1} \left\{ \sum D^2 - \frac{(\sum D)^2}{n} \right\}}$$

with testing criteria:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

where H_0 is accepted if $-t_{(1-\alpha/2)} \leq t \leq t_{(1-\alpha/2)}$ and H_0 is rejected if $t < -t_{(1-\alpha/2)}$ or $t > t_{(1-\alpha/2)}$.

Hypothesis test Student reading comprehension

Test criteria:

H_0 : Students do not improve their reading comprehension before and after studying in Class X SMK Negeri 9 Bulukumba using the Collaborative Strategic Reading (CSR) method.

H_a : In Class X SMK Negeri 9 Bulukumba, students improve their reading comprehension before and after learning using the Collaborative Strategic Reading (CSR) method.

$$N = 22$$

$$\sum D^2 = 21238,89$$

$$\sum D = -676,67$$

$$(\sum D)^2 = 457877,78$$

$$S = \sqrt{\frac{1}{n-1} \left\{ \sum D^2 - \frac{(\sum D)^2}{n} \right\}}$$

$$S = \sqrt{\frac{1}{22-1} \left\{ 21238,89 - \frac{(-676,67)^2}{22} \right\}}$$

$$S = \sqrt{\frac{1}{21} \left\{ 21238,89 - \frac{457877,78}{22} \right\}}$$

$$S = \sqrt{\frac{1}{21} \{ 21238,89 - 20812,63 \}}$$

$$S = \sqrt{\frac{1}{21} \{ 426,26 \}}$$

$$S = \sqrt{20,30}$$

$$S = 4,51$$

Then the value of t is

$$t = \frac{\frac{\sum D}{n}}{\frac{S}{\sqrt{n}}}$$

$$t = \frac{\frac{-67667}{22}}{\frac{4,51}{\sqrt{22}}} = |-32,02| = 32,02$$

According to the results of the hypothesis test using the paired t-test (listed in the appendix), the values are $t_{\text{count}} = 32,02$ and $t_{\text{table}} = 2,080$. After being compared, the value of t_{count} is greater than t_{table} , so hypothesis H_0 is rejected and H_a is accepted.



Appendix F

t-Table

For level of significance (D) = 0,05

Degree of freedom(df) = $N-1=22-1=21$

t- Table = 2.080



DISTRIBUTION OF T-TABLE

| P (Level of Significance) (One Tailed Test) | | | | |
|---|-------|--------|--------|---------|
| Df | 0.10 | 0.05 | 0.01 | 0.001 |
| 1 | 6.314 | 12.706 | 63.657 | 636.619 |
| 2 | 2.920 | 4.303 | 9.925 | 31.598 |
| 3 | 2.353 | 3.182 | 5.841 | 12.924 |
| 4 | 2.132 | 2.776 | 4.604 | 8.610 |
| 5 | 2.015 | 2.571 | 4.032 | 6.869 |
| 6 | 1.943 | 2.447 | 3.707 | 5.959 |
| 7 | 1.895 | 2.365 | 3.499 | 5.408 |
| 8 | 1.860 | 2.306 | 3.355 | 5.041 |
| 9 | 1.833 | 2.262 | 3.250 | 4.781 |
| 10 | 1.812 | 2.228 | 3.169 | 4.587 |
| 11 | 1.796 | 2.201 | 3.106 | 4.437 |
| 12 | 1.782 | 2.179 | 3.055 | 4.318 |
| 13 | 1.771 | 2.160 | 3.012 | 4.221 |
| 14 | 1.761 | 2.145 | 2.977 | 4.140 |
| 15 | 1.753 | 2.131 | 2.947 | 4.073 |
| 16 | 1.746 | 2.120 | 2.921 | 4.015 |
| 17 | 1.740 | 2.110 | 2.898 | 3.965 |
| 18 | 1.734 | 2.101 | 2.878 | 3.922 |
| 19 | 1.729 | 2.093 | 2.861 | 3.883 |
| 20 | 1.725 | 2.086 | 2.845 | 3.850 |
| 21 | 1.721 | 2.080 | 2.831 | 3.819 |
| 22 | 1.717 | 2.074 | 2.819 | 3.792 |
| 23 | 1.714 | 2.069 | 2.807 | 3.767 |
| 40 | 1.684 | 2.021 | 2.704 | 3.551 |
| 60 | 1.671 | 2.000 | 2.660 | 3.460 |
| 120 | 1.658 | 1.980 | 2.617 | 3.373 |

Appendix G

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMKN 9 BULUKUMBA
 Mata Pelajaran : Bahasa Inggris
 Kelas /Semester : X/Ganjil
 Tahun Pelajaran : 2020/2021
 Materi Pokok : Narrative text
 Alokasi Waktu : 12 JP (8 Pertemuan)

A. Kompetensi inti

KI 3 Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian matematika pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI 4 Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris

Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

| Kompetensi Dasar (KD) Pengetahuan | Kompetensi Dasar (KD) Keterampilan |
|---|--|
| 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya. | 4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks |
| Indikator Pencapaian Kompetensi (IPK) KD 3.8 | Indikator Pencapaian Kompetensi (IPK) KD 4.8 |
| 3.8.1 Mengklasifikasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya | 4.8.1 Membuat teks naratif terkait legenda rakyat, sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks |
| 3.8.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya | 4.8.2 Mendemonstrasikan teks naratif terkait legenda rakyat, sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks |
| 3.8.3 Membandingkan struktur teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana | |
| 3.8.4 Menganalisis struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya. | |

C. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi berbagai informasi dalam kalimat sangat sederhana
2. Siswa mampu mengidentifikasi sebuah teks narrative
3. Siswa mampu menemukan main idea dan kesimpulan sebuah teks narrative

D. PENDEKATAN, MODEL DAN METODE PEMBELAJARAN

| | |
|------------|---|
| Pendekatan | : Scientific approach and communication |
| Model | : Grouping |
| Metode | : Diskusi, Work in Pairs/group |

E. MEDIA, ALAT DAN SUMBER BELAJAR

1. Media/alat:

- LCD Projector
- Speaker aktif
- Note book
- Kamus
- Handphone

2. Bahan:

- Spidol
- Penghapus

3. Sumber Belajar:

- Buku Siswa dan Buku guru
- Lingkungan Masyarakat sekitar
- Forward an English course for Vocational School Students Grade X, Erlangga.
- Sumber belajar lain yang mendukung

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN:

1. Pertemuan ke-1

Kegiatan Awal

- Peserta didik menjawab salam dari guru mencerminkan sikap santun, religius, saling menghormati dan menghargai
- Guru mengecek Kehadiran dan kerapihan Peserta didik serta kebersihan kelas, juga menekankan pentingnya kerapihan dan kebersihan karena cermin dari kedisiplinan
- Peserta didik berdoa bersama sebelum KBM sebagai wujud sikap religious, saat berdoa guru memberi penguatan tentang rasa syukur kepada Allah SWT
- Peserta Didik Menyanyikan salah satu Lagu Nasional sebagai proses penumbuhan budi pekerti
- Peserta didik menyimak penjelasan guru tentang KD dan tujuan pembelajaran serta manfaat dari pembelajaran uvapan selamat dan memuji.
- Peserta didik diberikan apersepsi dan motivasi oleh guru terkait dengan materi sebelumnya

Kegiatan Inti :

1. Menanyakan kepada siswa apakah telah mempelajari materi yang telah diberikan sebelumnya
2. Guru menanyakan kepada siswa apakah pernah belajar mengenai teks naratif
3. Guru menjelaskan definisi dari teks naratif
4. Guru menanyakan beberapa pertanyaan mengenai apa saja yang diketahui siswa tentang teks naratif
5. Guru menunjukkan beberapa contoh teks naratif kepada siswa
6. Meminta siswa untuk mengerjakan pre-test yang telah dibagikan
7. Peneliti memberikan test kepada siswa yang didalamnya terdapat teks naratif
8. Siswa membaca dengan tenang teks-teks tersebut untuk memahami isi pesannya
9. Guru melakukan Tanya jawab berkaitan teks yang mereka telah baca
10. Guru memberikan tugas atau diskusi kepada siswa
11. Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan
12. Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah
13. Guru bertanya tentang hal yang belum diketahui siswa mengenai kosa kata
14. Guru memberikan penjelasan dan menyimpulkan terkait cara mencari main idea dan kesimpulan dalam teks naratif.

Kegiatan penutup

- Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk belajar kembali terutama bagi yang harus mengikuti pembelajaran remedial.
- Guru memberi salam untuk meningkatkan ketaqwaan kepada Tuhan Yang maha Esa.

Pertemuan ke-2

Kegiatan Awal

- Peserta didik menjawab salam dari guru mencerminkan sikap santun, religius, saling menghormati dan menghargai
- Guru mengecek Kehadiran dan kerapihan Peserta didik serta kebersihan kelas, juga menekankan pentingnya kerapihan dan kebersihan karena cermin dari kedisiplinan
- Peserta didik berdoa bersama sebelum KBM sebagai wujud sikap religious, saat berdoa guru memberi penguatan tentang rasa syukur kepada Allah SWT
- Peserta Didik Menyayikan salah satu Lagu Nasional sebagai proses penumbuhan budi pekerti
- Peserta didik menyimak penjelasan guru tentang KD dan tujuan pembelajaran serta manfaat dari pembelajaran uvapan selamat dan memuji.
- Peserta didik diberikan apersepsi dan motivasi oleh guru terkait dengan materi sebelumnya

Kegiatan inti:

- 1) Menanyakan kepada siswa apakah telah mempelajari materi yang telah diberitahu sebelumnya yaitu teks naratif.
- 2) Guru menjelaskan aturan dan cara menggunakan Collaborative Strategic Reading (CSR) yang akan dipakai dalam mencari main idea dan kesimpulan suatu teks naratif
- 3) Peneliti memberikan teks naratif kepada siswa, yang didalamnya terdapat gambar yang dapat menarik perhatian siswa agar mudah mencari main idea dan menyimpulkan isi dari teks tersebut.
- 4) Guru mengawasi siswa saat membaca teks yang telah diberikan.
- 5) Guru melakukan Tanya jawab berkaitan dengan teks yang telah mereka baca menggunakan metode Collaborative Strategic Reading (CSR).

Kegiatan penutup

- Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk belajar kembali terutama bagi yang harus mengikuti pembelajaran remedial.
- Guru memberi salam untuk meningkatkan ketaqwaan kepada Tuhan Yang maha Esa.

Pertemuan ke-3

Kegiatan Awal

- Peserta didik menjawab salam dari guru mencerminkan sikap santun, religius, saling menghormati dan menghargai
- Guru mengecek Kehadiran dan kerapian Peserta didik serta kebersihan kelas, juga menekankan pentingnya kerapian dan kebersihan karena cermin dari kedisiplinan
- Peserta didik berdoa bersama sebelum KBM sebagai wujud sikap religious, saat berdoa guru memberi penguatan tentang rasa syukur kepada Allah SWT
- Peserta Didik Menyanyikan salah satu Lagu Nasional sebagai proses penumbuhan budi pekerti
- Peserta didik menyimak penjelasan guru tentang KD dan tujuan pembelajaran serta manfaat dari pembelajaran utapan selamat dan memuji.
- Peserta didik diberikan apersepsi dan motivasi oleh guru terkait dengan materi sebelumnya

Kegiatan inti:

- 1) Siswa bersama guru melakukan review pelajaran yang lalu
- 2) Guru memilih beberapa category untuk menjadi tema pembelajaran
- 3) Peneliti memberikan teks naratif kepada siswa, yang didalamnya terdapat gambar yang dapat menarik perhatian siswa agar mudah mencari main idea dan menyimpulkan isi dari teks tersebut
- 4) Guru mengawasi siswa saat membaca teks yang telah diberikan.
- 5) Guru melakukan Tanya jawab berkaitan dengan teks yang telah mereka baca menggunakan metode Collaborative Strategic Reading (CSR).

Kegiatan penutup

- Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk belajar kembali terutama bagi yang harus mengikuti pembelajaran remedial.
- Guru memberi salam untuk meningkatkan ketaqwaan kepada Tuhan Yang maha Esa.

Pertemuan ke-4

Kegiatan Awal

- Peserta didik menjawab salam dari guru mencerminkan sikap santun, religius, saling menghormati dan menghargai

- Guru mengecek Kehadiran dan kerapihan Peserta didik serta kebersihan kelas, juga menekankan pentingnya kerapihan dan kebersihan karena cermin dari kedisiplinan
- Peserta didik berdoa bersama sebelum KBM sebagai wujud sikap religious, saat berdoa guru memberi penguatan tentang rasa syukur kepada Allah SWT
- Peserta Didik Menyayikan salah satu Lagu Nasional sebagai proses penumbuhan budi pekerti
- Peserta didik menyimak penjelasan guru tentang KD dan tujuan pembelajaran serta manfaat dari pembelajaran uvapan selamat dan memuji.
- Peserta didik diberikan apersepsi dan motivasi oleh guru terkait dengan materi sebelumnya

Kegiatan inti:

1. Siswa bersama guru melakukan review pelajaran yang lalu
2. Guru memilih beberapa category untuk menjadi tema pembelajaran
3. Peneliti memberikan teks naratif kepada siswa, yang didalamnya terdapat gambar yang dapat menarik perhatian siswa agar mudah mencari main idea dan menyimpulkan isi dari teks tersebut.
4. Guru mengawasi siswa saat membaca teks yang telah diberikan.
5. Guru melakukan Tanya jawab berkaitan dengan teks yang telah mereka baca menggunakan metode Collaborative Strategic Reading (CSR).

Kegiatan penutup

- Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk belajar kembali terutama bagi yang harus mengikuti pembelajaran remedial.
- Guru memberi salam untuk meningkatkan ketaqwaan kepada Tuhan Yang maha Esa.

Pertemuan ke-5

Kegiatan Awal

- Peserta didik menjawab salam dari guru mencerminkan sikap santun, religius, saling menghormati dan menghargai
- Guru mengecek Kehadiran dan kerapihan Peserta didik serta kebersihan kelas, juga menekankan pentingnya kerapihan dan kebersihan karena cermin dari kedisiplinan
- Peserta didik berdoa bersama sebelum KBM sebagai wujud sikap religious, saat berdoa guru memberi penguatan tentang rasa syukur kepada Allah SWT

- Peserta Didik Menyayikan salah satu Lagu Nasional sebagai proses penumbuhan budi pekerti
- Peserta didik menyimak penjelasan guru tentang KD dan tujuan pembelajaran serta manfaat dari pembelajaran uvapan selamat dan memuji.
- Peserta didik diberikan apersepsi dan motivasi oleh guru terkait dengan materi sebelumnya

Kegiatan Inti

- 1) Siswa bersama guru melakukan review pelajaran yang lalu
- 2) Guru memilih bebrapa category untuk menjadi tema pembelajaran
- 3) Peneliti memberikan teks naratif kepada siswa, yang didalamnya terdapat gambar yang dapat menarik perhatian siswa agar mudah mencari main idea dan menyimpulkan isi dari teks tersebut.
- 4) Guru mengawasi siswa saat membaca teks yang telah diberikan.
- 5) Guru melakukan Tanya jawab berkaitan dengan teks yang telah mereka baca menggunakan metode Collaborative Strategic Reading (CSR).

Kegiatan penutup

- Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk belajar kembali terutama bagi yang harus mengikuti pembelajaran remedial.
- Guru memberi salam untuk meningkatkan ketaqwaan kepada Tuhan Yang maha Esa.

Pertemuan ke-6

Kegiatan Awal

- Peserta didik menjawab salam dari guru mencerminkan sikap santun, religius, saling menghormati dan menghargai
- Guru mengecek Kehadiran dan kerapihan Peserta didik serta kebersihan kelas, juga menekankan pentingnya kerapihan dan kebersihan karena cermin dari kedisiplinan
- Peserta didik berdoa bersama sebelum KBM sebagai wujud sikap religious, saat berdoa guru memberi penguatan tentang rasa syukur kepada Allah SWT
- Peserta Didik Menyayikan salah satu Lagu Nasional sebagai proses penumbuhan budi pekerti
- Peserta didik menyimak penjelasan guru tentang KD dan tujuan pembelajaran serta manfaat dari pembelajaran uvapan selamat dan memuji.

- Peserta didik diberikan apersepsi dan motivasi oleh guru terkait dengan materi sebelumnya

Kegiatan inti:

- 1) Siswa bersama guru melakukan review pelajaran yang lalu
- 2) Guru memilih beberapa category untuk menjadi tema pembelajaran
- 3) Peneliti memberikan teks naratif kepada siswa, yang didalamnya terdapat gambar yang dapat menarik perhatian siswa agar mudah mencari main idea dan menyimpulkan isi dari teks tersebut
- 4) Guru mengawasi siswa saat membaca teks yang telah diberikan.
- 5) Guru melakukan Tanya jawab berkaitan dengan teks yang telah mereka baca menggunakan metode Collaborative Strategic Reading (CSR).

Kegiatan penutup

- Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk belajar kembali terutama bagi yang harus mengikuti pembelajaran remedial.
- Guru memberi salam untuk meningkatkan ketakwaan kepada Tuhan Yang maha Esa.

Pertemuan ke-7

Kegiatan Awal

- Peserta didik menjawab salam dari guru mencerminkan sikap santun, religius, saling menghormati dan menghargai
- Guru mengecek Kehadiran dan kerapihan Peserta didik serta kebersihan kelas, juga menekankan pentingnya kerapihan dan kebersihan karena cermin dari kedisiplinan
- Peserta didik berdoa bersama sebelum KBM sebagai wujud sikap religious, saat berdoa guru memberi penguatan tentang rasa syukur kepada Allah SWT
- Peserta Didik Menyanyikan salah satu Lagu Nasional sebagai proses penumbuhan budi pekerti
- Peserta didik menyimak penjelasan guru tentang KD dan tujuan pembelajaran serta manfaat dari pembelajaran uapan selamat dan memuji.
- Peserta didik diberikan apersepsi dan motivasi oleh guru terkait dengan materi sebelumnya

Kegiatan inti:

- 1) Siswa bersama guru melakukan review pelajaran yang lalu

- 2) Guru memilih beberapa category untuk menjadi tema pembelajaran
- 3) Peneliti memberikan teks naratif kepada siswa, yang didalamnya terdapat gambar yang dapat menarik perhatian siswa agar mudah mencari main idea dan menyimpulkan isi dari teks tersebut.
- 4) Guru mengawasi siswa saat membaca teks yang telah diberikan.
- 5) Guru melakukan Tanya jawab berkaitan dengan teks yang telah mereka baca menggunakan metode yang peneliti gunakan.

Kegiatan penutup

- Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk belajar kembali terutama bagi yang harus mengikuti pembelajaran remedial.
- Guru memberi salam untuk meningkatkan ketaqwaan kepada Tuhan Yang maha Esa.

Pertemuan ke-8

Kegiatan Awal

- Peserta didik menjawab salam dari guru mencerminkan sikap santun, religius, saling menghormati dan menghargai
- Guru mengecek Kehadiran dan kerapihan Peserta didik serta kebersihan kelas, juga menekankan pentingnya kerapihan dan kebersihan karena cermin dari kedisiplinan
- Peserta didik berdoa bersama sebelum KBM sebagai wujud sikap religious, saat berdoa guru memberi penguatan tentang rasa syukur kepada Allah SWT
- Peserta Didik Menyanyikan salah satu Lagu Nasional sebagai proses penumbuhan budi pekerti
- Peserta didik menyimak penjelasan guru tentang KD dan tujuan pembelajaran serta manfaat dari pembelajaran uvapan selamat dan memuji.
- Peserta didik diberikan apersepsi dan motivasi oleh guru terkait dengan materi sebelumnya

Kegiatan Inti :

- 1) Menanyakan kepada siswa apakah telah menguasai materi yang telah diberikan sebelumnya
- 2) Meminta siswa untuk naik satu persatu menjelaskan apa saja yang mereka ketahui terkait materi yang sudah diajarkan

- 3) Guru memberikan Post-test berupa soal yang sama dengan soal Pre-test, ini bertujuan untuk melihat sampai mana kemampuan siswa dalam mencari main idea dan kesimpulan teks naratif.

Kegiatan penutup

- Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk belajar kembali terutama bagi yang harus mengikuti pembelajaran remedial.
- Guru memberi salam untuk meningkatkan ketaqwaan kepada Tuhan Yang maha Esa.

D. PENILAIAN

1. Penilaian pengetahuan

- | | |
|-------------------------|----------------|
| a. Teknik | : Tes Tertulis |
| b. Bentuk Instrumen | : Tes Essay |
| c. Instrument penilaian | : Terlampir |
| d. Pedoman penskoran | : Terlampir |
| e. Pedoman penilaian | : Terlampir |

2. Penilaian keterampilan

- | | |
|----------------------|------------------------------------|
| a. Teknik | : tes praktik dan tes identifikasi |
| b. Bentuk Instrumen | : Terlampir |
| c. Rubric penilaian | : Terlampir |
| d. Pedoman penskoran | : Terlampir |
| e. Pedoman penilaian | : Terlampir |

Bulukumba,

2021

Mahasiswa

Farid Asyraf

Nim. 105351131116

MEETING 1

The Lion King

In the Pride Lands of Africa, a lion ruled over the animals as a king. The birth of King Mufasa and Queen Sarabi's son Simba created envy and resentment in Mufasa's younger brother, Scar, who knew his nephew now replaced him as heir to the throne. After Simba had grown into a young cub, Mufasa gave him a tour of the Pride Lands, teaching him the responsibilities of being a king and the Circle of Life. Later that day, Scar tricked Simba and his best friend Nala into exploring a forbidden elephant graveyard, despite the protests of Mufasa's hornbill majordomo Zazu. At the graveyard, three spotted hyenas named Shenzi, Banzai, and Ed attack the cubs before Mufasa, alerted by Zazu, saved them and forgave Simba for his actions. That night, the hyenas, who were allied with Scar, plot with him to kill Mufasa and Simba.

The next day Scar lured Simba to a gorge and told him to wait there while he got Mufasa. On Scar's orders, the hyenas stampeded a large herd of wildebeest into the gorge. Mufasa saved Simba, but as Mufasa tried to climb up the gorge's walls, Scar threw him back into the stampede, where he was trampled to death. After Simba found Mufasa's body, Scar convinced him he was responsible for his father's death and advised Simba to flee the kingdom. As Simba left, Scar ordered Shenzi, Banzai, and Ed to kill the cub, but Simba escaped. That night, Scar announced to the pride that both Mufasa and Simba were killed in the stampede and stepped forward as the new king, allowing a pack of hyenas to live in the Pride Lands.

After running far away, Simba collapsed from exhaustion in a desert. Timon and Pumbaa, a meerkat and a warthog, found him and nursed him back to health. Simba subsequently grew up with them in the jungle, living a carefree life with his friends under the motto "Hakuna Matata" ("no worries" in Swahili). When he was a young adult, Simba saved Timon and Pumbaa from a hungry lioness, who turned out to be Nala. She and Simba reconciled and fell in love.

Nala urged Simba to return home, telling him the Pride Lands had become a wasteland with not enough food and water. Feeling guilty over his father's death, Simba refused and stormed off, leaving Nala disappointed and angry. As Simba exited the jungle, he encountered Mufasa's mandrill friend and advisor, Rafiki. Rafiki told Simba that Mufasa was "alive" and took him to a pond. There Simba was visited by the ghost of Mufasa in the sky, who told him he took his rightful place as the king of the Pride Lands. Simba realized he could no longer run from his past and went home. Nala, Timon, and Pumbaa joined him and agreed to help him.

At the Pride Lands, Simba saw Scar hit Sarabi and confronted him, but Scar taunted Simba over his "part" in Mufasa's death. However, when Scar pushed Simba to the edge of Pride Rock, he revealed that he killed Mufasa. Enraged, Simba roared back up and forced Scar to reveal the truth to the pride. Timon, Pumbaa, Rafiki, Zazu, and the lionesses fended off the hyenas while Scar, attempting to escape, was cornered by Simba at the top of Pride Rock. Scar begged Simba for mercy, insisting that he was family and placing the blame on the hyenas. Simba no longer believed Scar but spared his life on the grounds of forever leaving the Pride Lands. Scar appeared to comply but then attacked his nephew. After a fierce fighting, Simba threw his uncle off Pride Rock. Scar survived the fall but was attacked and eaten alive by the hyenas, who overheard his attempted to betray them.

With Scar and the hyenas gone, Simba ascended to the top of Pride Rock and took over the kingdom as the rain fell again. Sometime later, with Pride Rock restored to its former glory, Simba looked down happily at his kingdom with Nala, Timon, and Pumbaa by his side; Rafiki presented Simba and Nala's newborn cub to the inhabitants of the Pride Lands, and the Circle of Life continued.

Answer the questions below!

1. How many main characters were in this story?
2. Who was Mufasa?
3. Where did they live?
4. Who was the king after Mufasa?
5. Why did Simba leave the Pride Lands when he was young?
6. Who was Nala?
7. What were the characters of Timon?
8. When did Simba go back to Pride Land?
9. What did Simba do to Scar?
10. What was the ending of the story?

Answers

1. This story had some characters, but the main characters of this Story were Simba and Nala.
2. Mufasa was the King of Pride Lands. He was Simba's father.
3. They lived in Pride Lands of Africa.
4. Scar was the next king after Mufasa.
5. Simba left the Pride Lands because he felt guilty for his father's death.
6. Nala was Simba best friend.
7. The characters of Timon were fun, loyal and brave.
8. Simba was back when he realized that Pride Lands needed him to change the circle of life.
9. Simba through Scar off Pride Rock. Scar survived that incident but was attacked and eaten alive by the hyenas, who overheard his attempted to betray them.
10. This was a happy ending story because Simba was The King of Pride Lands and he restored the circle of life to glory as his father did before.

MEETING 2

The Story Rabbit and Bear

Once upon a time, there lived a bear and a rabbit. The rabbit was a good shot. On the contrary, the bear was always clumsy and could not use the arrow to shoot. One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. Because he was afraid to arouse the bear's anger, he did not refuse the challenge. He went with the bear and shot buffaloes. He shot and killed so many that there were lots of meats left after.

However the bear did not make the rabbit get any of the meat. Even he could not taste it. The poor rabbit went home hungrily after a day of hard work. Fortunately, the youngest child of the bear was very kind to the rabbit. His mother bear always gave him an extra-large piece of meat but he did not eat it all. He took some outside with him and pretended to play ball with the meat. He kicked the ball of meat toward the rabbit's house. The meat flew into the rabbit's house. In this way, the hungry rabbit got his meal.

Answer the questions below!

1. What is the main idea of each paragraph?
2. Who was the main character of the text?
3. What happened with the rabbit?
4. Who gave the rabbit meal?
5. Where was the story happen?
6. How many character were there in the text ?
7. Write one sentence support that "The bear is bad"!

ANSWER

1. Paragraph 1: The rabbit was a good shot.

Paragraph 2: The bear did not make the rabbit get any of the meat.

2. The Rabbit and the Bear.
3. The poor rabbit went home hungrily after a day of hard work.
4. The youngest child of the bear.
5. In forest.
6. There are three characters. (The Rabbit, The Bear and Youngest child of the Bear)
7. "However the bear did not make the rabbit get any of

MEETING 3

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him.

All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Answer the questions below!

1. What kind of the text above?
2. What is the purpose of the text above?
3. Who was boasting?
4. Who could run fast?
5. Who wanted to challenge the rabbit to a race?
6. What happened at the start of the race?
7. What happened at the half-way point?

Answer:

1. Narrative text
2. To amuse or to entertain the reader with a story
3. the rabbit
4. the rabbit
5. the turtle
6. The rabbit ran ahead.
7. The rabbit stopped to take a nap

MEETING 4

The Story of Smart Monkey and Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

Answer the questions below!

1. What is the main idea of each paragraph?
2. Who was the main character of the text?
3. Where the story happened?
4. Who was hungry?
5. Who climbed on top of tree?
6. How many character in the text?
7. Write one sentence support that "The crocodile is foolish"!

ANSWER

1. Paragraph 1: The monkey wanted to cross the river.
 Paragraph 2: The crocodile was very hungry
 Paragraph 3: The monkey was in dangerous situation and he had to think hard.
 Paragraph 4: The crocodile swam back to the bank of the river.
2. The Monkey and Crocodile

3. In a river
4. The Crocodile
5. The Monkey
6. There are two characters. (The Monkey and Crocodile)
7. "The crocodile agreed and turned around."

MEETING 5

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 uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

Answer the questions below!

1. What type of the text is used by the writer?
2. To tell the plot, the writers uses...
3. Why Snow White ran away to the woods?

4. When did Snow White run away to the woods?
5. Where did Snow White live after she ran away to the woods?
6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
7. The communicative purpose of this text is....

Answer

- 1) Narrative
- 2) past tense
- 3) Her uncle and aunt would go to America
- 4) In the morning
- 5) She lived in the dwarfs' cottage
- 6) because her parents were dead
- 7) to entertain readers with fairy tale

MEETING 6

Sangkuriang

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female, I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunting to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog, Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head. Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tried to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

Answer the questions below!

1. What is the story about?
2. According to the story, Tumang was...
3. What did Dayang Sumbi look like?
4. What made Dayang Sumbi stay young?
5. Who are the main characters in the story?
6. What moral value can we learn from the story?
7. The complication starts when...

Answer

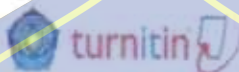
1. The legend of Tangkuban Perahu
2. Married to Dayang Sumbi
3. She was beautiful
4. God gave her an eternal beauty
5. Dayang Sumbi and Sangkuriang
6. People must keep their words all the time
7. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

Appendix H

DOCUMENTATION

Teaching and learning process





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UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN, PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

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Lamp: 1 (satu) Rangkap Proposal
Hal: 1 (satu) Rangkap Proposal

Permohonan Izin Penelitian
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Bapak Gubernur (Pemerintah)
Cq. Kepala UPT P3M/KPM/Prov. Sulawesi Selatan
di
Makassar

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15 June 2021 M

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 3774-FKIP/A.4-II-VI/1442/2021 tanggal 15 Juni 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama: **FARID ASYRAF**
No. Stambuk: **10535 1131116**
Fakultas: **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan: **Pendidikan Bahasa Inggris**
Pekerjaan: **Mahasiswa**

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penelitian Skripsi dengan judul:

"The Use of Collaborative Strategic Reading (CSR) to Improve Students' Reading Comprehension (Pre-Experimental Research at the First Grade Students' of SMKN 9 Bulukumba"

Yang akan dilaksanakan dari tanggal 10 Juni 2021 s.d. 13 September 2021

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeren katzirraa.

الله أكبر
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Ketua P3M,
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NBM 101 7716

06-21

SUDAH MENELITI



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Yang bertanda tangan di bawah ini, Kepala UPT SMK Negeri 9 Bulukumba menerangkan bahwa:

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Adalah benar nama tersebut di atas telah melaksanakan Penelitian atau Observasi di UPT SMK Negeri 9 Bulukumba terhitung mulai tanggal 26 Juli s.d 26 Agustus 2021 dalam rangka penyusunan skripsi dengan judul:

"The Use Of Collaborative Strategic Reading (CSR) To Improve Student's Reading Comprehension (Pre-Experimental Research At The First Grade Students of UPT SMK Negeri 9 Bulukumba)"

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Bulukumba, 25 Agustus 2021



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RESEARCH CONTROL



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PRODI PENDIDIKAN BAHASA INGGRIS

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : FARID ASYRAF
NIM : 105351131116
Judul Penelitian : THE USE OF COLLABORATIVE STRATEGIC READING
TECHNIQUE TO IMPROVE STUDENTS' READING
COMPREHENSION: PRE-EXPERIMENTAL RESEARCH
AT THE FIRST GRADE STUDENTS OF SMKN 9
BULUKUMBA

Tanggal Ujian Proposal : 23 Februari 2021

Tempat Ujian Penelitian : SMK NEGERI 9 BULUKUMBA

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| 3 | Senin 02-08-2021 | Pembelajaran menggunakan metode | SR. Wahyuni, S.Pd | |
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LETTER OF ACCEPTANCE
0546/BG-FKIP/LOA/B/XI/1443/2021

Dear FARID ASYRAF
It is our pleasure to inform you that, after reviewing your paper:
**THE USE OF COLLABORATIVE STRATEGIC READING (CSR) TO
IMPROVE STUDENTS' READING COMPREHENSION**
(Pre- Experimental Research) at the First Grade Students of SMKN 3 Bejokumbia)
The manuscript ID: 539
Detail checklist:

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| The author has sent the manuscript by using the institutional email | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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Head of English Education Department
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The researcher, Farid Asyraf was born in Kalumpang, on September 11th, 1998. He was the first child from 2 siblings of the couple Ahmad Syawal and Roswati. He began his elementary school at SDN 196 Tritiro and his graduated in 2010 at SDN 320 Marakkiong. He continued his study at SMPN 33 Bulukumba and graduated in 2013. After finishing his study in Junior High School, he continued his study at SMAN 4 Bulukumba and graduated in 2016. In the same year, he was registered as the student of English Education Department in Muhammadiyah University of Makassar on strata one program. Then, the end of his study, he could finish his thesis by the title the use of the Collaborative Strategic Reading (CSR) to improve reading comprehension (*Pre-Experimental Research at the Tenth Grade Students of SMKN 9 Bulukumba*).

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