

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

*(Pre-Experimental Research at 11<sup>th</sup> Grade Students' of  
SMK Kesehatan TNI AL Makassar)*



**A THESIS**

*Submitted to the Faculty of Teacher Training Education Universitas  
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the  
Degree of Education in English Education Department*

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**2023**



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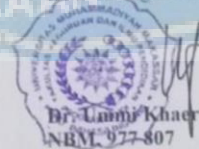
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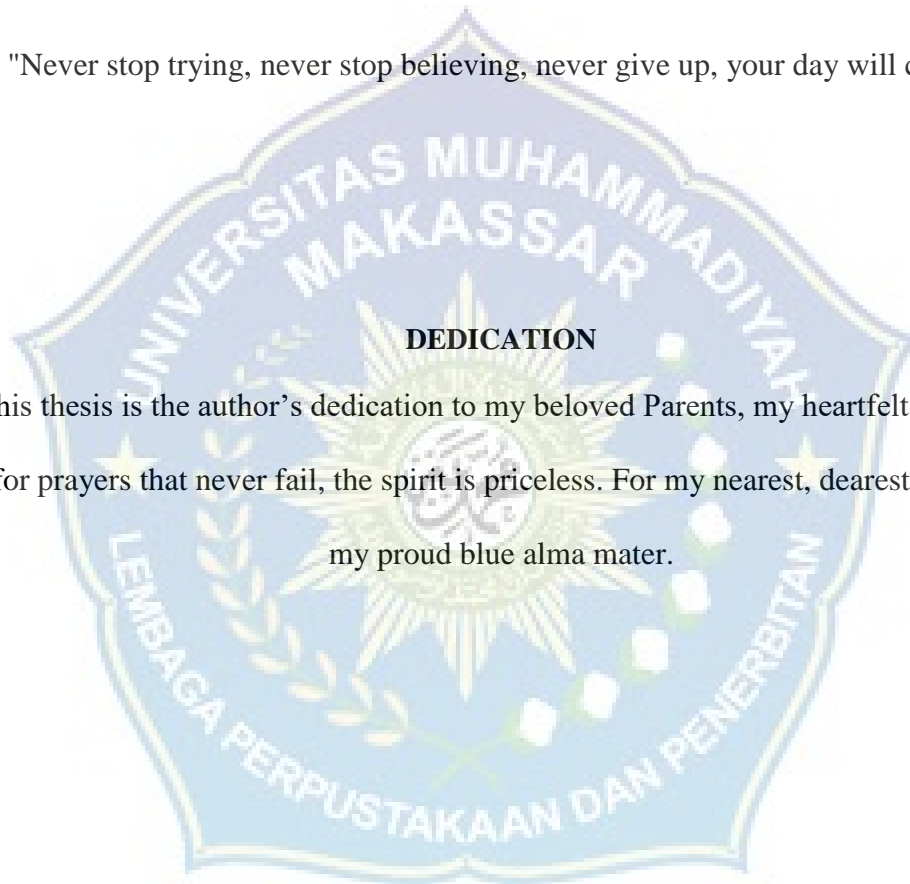
### **MOTTO**

"Everything will be okay in the end; if it's not okay, it's not the end."

"Never stop trying, never stop believing, never give up, your day will come."

### **DEDICATION**

This thesis is the author's dedication to my beloved Parents, my heartfelt sincerity for prayers that never fail, the spirit is priceless. For my nearest, dearest and for my proud blue alma mater.



## ABSTRACT

**Kartika (2023). The Use of Collaborative Strategic Reading (CSR) to Improve the Students Reading Comprehension at (Pre-Experimental Research)** A thesis of English Education Department Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Guided by Eka Prabawati Rum and Hj. Ilmiah.

This study aims to determine whether students of SMK KESEHATAN TNI AL Makassar the academic year 2022/2023 learning outcomes for reading comprehension in terms of interpretive and creative comprehension are improved by using the Collaborative Strategic Reading (CSR) method. The method adopted was a pre-experimental. The population participants were 11<sup>th</sup> grade students, and the sample included twenty-nine students. In this study, a reading test-based instrument was used, which was distributed in pre-test and post-test sessions.

The results of the data show that the mean pretest score of students in interpretive comprehension was 46.38, while the posttest score was higher at 81.28, means there was a significant increase. Then, the mean pretest score of students in creative comprehension is 42.86, while the posttest score is higher than the mean creative comprehension pretest score of 73.55, means there is a significant increase. And the results of reading comprehension improvement from pre-test to post-test with a t-test greater than a t-table ( $12.970 > 1.701$ ) It means that there is a significant difference between before and after giving treatment using CSR. It can be concluded that using collaborative strategic reading (CSR) can improve the students reading comprehension.

**Keywords:** *Collaborative Strategy Reading (CSR) method, Reading comprehension, Interpretive and creative comprehension.*

## ABSTRAK

**Kartika (2023). Penggunaan Collaborative Strategic Reading (CSR) untuk Meningkatkan Pemahaman Membaca Siswa pada (Penelitian Pra-Eksperimental)** Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dipandu oleh Eka Prabawati Rum dan Hj. Ilmiah.

Penelitian ini bertujuan untuk mengetahui apakah siswa SMK KESEHATAN TNI AL Makassar tahun pelajaran 2022/2023 hasil belajar membaca pemahaman ditinjau dari pemahaman interpretif dan kreatif meningkat dengan menggunakan metode Collaborative Strategic Reading (CSR). Metode yang digunakan adalah pra-eksperimen. Partisipan populasi adalah siswa kelas XI, dan sampelnya adalah dua puluh sembilan siswa. Pada penelitian ini digunakan instrumen berbasis tes membaca yang dibagikan pada sesi pre-test dan post-test.

Hasil data menunjukkan bahwa nilai rata-rata pretest pemahaman interpretatif siswa adalah 46,38, sedangkan nilai posttest lebih tinggi yaitu 81,28, berarti ada peningkatan yang signifikan. Kemudian, nilai rata-rata pretes pemahaman kreatif siswa adalah 42,86, sedangkan nilai postes lebih tinggi dari nilai rata-rata pretes pemahaman kreatif 73,55, berarti ada peningkatan yang signifikan. Dan hasil peningkatan pemahaman membaca dari pre-test ke post-test dengan t-test lebih besar dari t-tabel ( $12,970 > 1,701$ ) Artinya ada perbedaan yang signifikan antara sebelum dan sesudah diberikan perlakuan menggunakan CSR. Dapat disimpulkan bahwa penggunaan membaca strategis kolaboratif (CSR) dapat meningkatkan pemahaman membaca siswa.

**Kata Kunci:** *Metode Collaborative Strategy Reading (CSR), Pemahaman bacaan, Interpretif dan pemahaman kreatif.*

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**Kartika**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

One of the most important skills for English learners as a foreign language is reading. For students to enhance their knowledge, reading becomes important. According to Grabe and Stoller's (2001) reading is a key method for obtaining new knowledge. As per Harris (2007) teaching reading is the simplest way to educate us about any problem. Reading provides a conduit for connection, learning languages, and communication. It serves several functions in the lives of individuals. These include asking questions, responding to text messages, and performing tasks as directed. The process of reading is thought of as one in which the reader and the text interact to produce comprehension. Because of that, for students to comprehend the text they read, their reading interest must be high. As a result, reading a text provides knowledge and insight.

Reading comprehension is an adaptable, ongoing cognitive process in which the reader actively participates and attempts to build meaning by using cognitive awareness. As said by Guthrie, J. T. (2004) without reading comprehension skills and the motivation to read to learn, students' academic progress is limited. In line with Boss and Vaughn (1991) reading comprehension is the process of generating meaning by combining the author's content with the readers' basic understanding. Reading becomes increasingly vital for students as they seek to expand their knowledge. As stated by Grabe and Stoller (2001) who



advocated the importance of reading as a result, students must have a high level of reading comprehension in order to comprehend the content they are reading and to gain information and insight into the text. Life involves the capacity to read with comprehension. Teaching students effective reading skills will, It is also quoted by Sugiarto (2004:1), "encourage life-long learning, empower them to explore any world they choose, and offer them a chance to achieve their life goals." Later on, he claims that a variety of variables, including teachers, students, the environment in which they learn to read, the reading materials students use, and the reading techniques they employ, might influence how well students read.

Reading instruction has recognized and introduced many teaching methods and techniques that can be applied to teaching reading comprehension. These teaching procedures are generally classified according to the objectives of education. According to Liang and Dole (2006), teaching reading Comprehension focuses on two main concerns: 1. instruction aimed at facilitating students in comprehending all texts; and 2. education focused on assisting students in comprehending the substance of a text. Palinecsar and Brown (1984) states that strategy-based education helps struggling students more aware of how to learn, use and develop control over learning strategies.

Furthermore, the Collaborative Strategic Reading (CSR) strategy encourages students to read and comprehend the text more seriously. When they collaborate in a group, they are more motivated. According to Puspita (2012) despite the disparity in their proficiency levels, they had positive interactions with

the other team members. CSR is a reading comprehension strategy that combines two educational components: cooperative learning or student pairings and modified reciprocal teaching (Palincsar & Brown, 1984). In cooperative learning, students brainstorm, predict, clarify words and phrases, highlight the main idea, summarize the main idea(s) and important details, and ask and answer questions. In reciprocal teaching, the teacher and students take turns leading a dialogue about key features of the text through summarizing, questioning, clarifying, and predicting.

Reading has long been associated with learning new things, improving one thought, and moving forward. Of all the language competency skills, reading comprehension is one that English language learners learning the language as a foreign language (EFL) find to be particularly crucial (Lightbown & Spada, 2020). There are several frameworks to support student comprehension. The one that is mainly interested in this study is CSR (Collaborative Strategic Reading). According to Liang & Dole (2006) CSR is a framework that was originally designed to assist students with learning disabilities in. The effect of CSR on other student factors, such as student skill level, can be investigated since most studies in an Indonesian context, such as Gani, Yusuf & Susiani (2016) state that mainly concern the effect of collaborative strategic reading on students' reading comprehension or on student reading.

Many studies have been conducted extensively to capture the effect of CSR on reading comprehension. (Puspita, Tasnim and Ariyanto, 2013). In

addition to focusing on reading comprehension, some studies also concern the effects of CSR on students' reading anxiety (Abbasnezhad and Zoghi, 2016). The effect of CSR on other student factors such as student skill level can be investigated since most studies in an Indonesian context, such as (Gani, Yusuf & Susiani, 2016; Rahman, 2015), are mainly concerned with the effect of collaborative strategic reading on students' reading comprehension or on students' reading attitudes. Therefore, in addition to investigating the effect of CSR on students' reading comprehension, this study attempts to fill the gap by investigating the effect of CSR based on students' proficiency levels.

According to these factors, the authors concluded that learning must be varied in order to help students become interested in reading texts and comprehend them easily. In order to motivate all students to read English texts in the reading class, the teacher must therefore find the best solution to this issue, one of which is collaborative strategic reading (CSR).

After doing the survey, the result shows that the issue was with students' reading comprehension is still low, particularly in interpretive and creative comprehension. Students have difficulty understanding English texts. When given text to read, they still have difficulty understanding the meaning of difficult words. So they have to use their dictionary when they find words they don't know the meaning of. After completing a survey at SMK Kesehatan TNI AL Makassar. The researcher commits to conducting research under the title "The Use of

Collaborative Strategic Reading (CSR) to improve the Students' Reading Comprehension at SMK Kesehatan TNI AL Makassar".

## **B. Research Question**

Based on the above background, this study will answer the following questions:

1. Does Collaborative Strategic Reading (CSR) improve students' reading of interpretive comprehension at SMK Kesehatan TNI AL Makassar?
2. Does Collaborative Strategic Reading (CSR) improve students' reading comprehension in terms of creative at SMK Kesehatan TNI AL Makassar?

## **C. Objective of the Study**

The objectives of the study are:

1. To find out whether or not the use Collaborative Strategic Reading (CSR) improve students' reading comprehension in terms of interpretive.
2. To find out whether or not the use Collaborative Strategic Reading (CSR) improve students' reading comprehension in terms of creative.

## **D. Significance of the Study**

Theoretically, practically, and professionally, it is expected that this study will be beneficial.

1. Theoretically, this research will enhance the empirical basis for any existing theories teaching about students' comprehension, particularly if using the CSR.
2. Practically, it is expected that this study will provide English teachers with

useful information on the CSR method that can be employed to instruct students' comprehension as a means of improving their desire to learn English.

3. Professionally, this study has the potential to increase teachers' motivation and knowledge of the importance of teaching reading in the classroom, particularly when using the CSR method for reading comprehension.

#### **E. Scope of the Study**

Considering the following problem statement, this research is conducted to find a good way to enhance the students' comprehension by using Collaborative Strategic Reading (CSR). This research focused on students' levels of comprehension, which include interpretive comprehension and creative comprehension through Collaborative Strategic Reading (CSR) and this research was applied in class XI at SMK Kesehatan TNI AL Makassar.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Related Findings**

The following previous related research findings employed a methodology in their research:

The first previous research is Oktarina, (2018) from Univercity Pendidikan Indonesia. The findings from the test indicated that the implementation of CSR relatively worked for the group of high-achieving students. To collect the data, the study administered a set of instruments: a pre-test and post-test, a questionnaire, and an interview. The data from the pre-test and post-test were analysed through statistical procedures. With respect to the students' attitudes, the data from the questionnaire and interview were in line with the students' reading performance, in which the high achievers gave more "agree" responses.

The second previous research is the research paper by Aini (2018) from the Tulung agung State Islamic Institute (IAIN). The study of the data revealed that the mean. The pre-test result revealed that the students' mean reading comprehension score before they were taught using the CSR technique was 68.71. The students' reading comprehension score (posttest) after being taught using the CSR strategy was 87.74.

And the last conducted by Asyraf (2021) from Universitas Muhammadiyah Makassar. As a result, the post-test score is higher than the mean literal comprehension pre-test (Supporting details) is 72.05. This means there is a

significant increase. The mean score of the 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.

There are similarities between the research conducted in this study, namely research on the use of Collaborative Strategic Reading (CSR) approaches in enhancing students' reading comprehension, and the studies mentioned above. Prior research was different in that the researchers were, in this study, students' levels of comprehension, specifically interpretative and creative. The students were assessed using collaborative strategic reading (CSR). Students from SMK Kesehatan TNI AL Makassar carried out the participants.

## **B. Some Pertinent Ideas**

### **1. Reading**

#### **a. Definition of Reading**

According to Jaenal (2010) state that reading is a process that readers complete in order to understand the author's message as it is expressed through the use of words or written language. Oka (1983:15) claims that there are three different types of reading meaning that can be distinguished based on differences in scope: Comprehension the first is limited by the fact that reading it is viewed as a process of identifying written symbols. This process has included quick, precise, and comprehensive recognition of words.

The above definition suggests that reading is a process of understanding ideas that are represented in written language as a means of communication for learning knowledge.

### **b. The Purpose of Reading**

Reading, according to Koda (2005), has a purpose and necessarily requires action on the part of readers when interacting with written text, as readers have specific goals to achieve when reading text, such as reading an office memo to confirm the meeting time, a manual to understand how to use an electrical appliance, a newspaper to keep up with the latest news, or a science teaching aid to research for an exam.

Grabe and Stoller (2002) state that the purposes of reading can be categorized into seven main headings.

1. Reading to Find Simple Information In reading to find, we typically scan the text for a specific word, specific information, or representative phrases.
2. Reading to skim quickly Reading to skim involves, essentially, a combination of strategies for guessing where important information might be in the text and then using basic reading comprehension skills on those segments of the text until an idea forms.
3. Read to learn things from the book. Reading to learn from text actually happens in academic and professional fields in which a person must take a good deal of information from text. This provides the ability to remember primary and supporting concepts as a series of details; to identify and construct logical frameworks that organize knowledge in the text; and to



connect the text to the writer's knowledge base.

4. Using reading to gather information Reading to Integrate Knowledge requires deeper consideration of the relative importance of comparative, complementary, or contradictory information and the rearrangement of a rhetorical framework to accommodate information from multiple sources.
5. To write, everyone needs to read (or search for information needed to write). Reading to write is a variation of the information-integration task of reading. The goal of reading to write generally represents the common academic task which calls upon the reading skills necessary to integrate information. This embedded information is used for writing.
6. Reading for the purpose of assessing texts, Reading to analyze texts serves the same purpose as reading to write in that it demands the capacity to find information and evaluate it critically.
7. Reading for general knowledge General-purpose reading requires rapid and automatic word processing, a strong ability to build a depiction of the general meaning of important principles, as well as the efficient coordination of multiple processes in a small space of time.

There are three basic purposes of reading identified by diverse reasons, activities, and strategies in the process of comprehending the goals of reading and reading established by the University of Texas at El Paso. (1) Reading for Pleasure: Text provides cognitive stimulation and/or emotional pleasure through numerous and simple correlations to prior knowledge. (2) Reading for literal comprehension: basic who, what, when, and where questions; establishes the

subject's basic vocabulary and concept. (3) Reading for Analysis, Interpretation, and Application: Use questioning and reflection to engage critical thinking, consider stated and implied ideas, and speculate on how concepts can be applied to various situations.

### **c. The Kinds of Reading**

#### **1. Intensive Reading**

As said by Beatrice (1996), "intensive reading is a task in which students carefully read and analyze an essay, short story, or other reading material given by the teacher." This activity is usually carried out in a class group under the direction of the teacher. Also, according to Grellet (1986), "intensive reading means reading shorter texts in order to extract specific information. This is more of an accuracy activity requiring close attention to detail".

#### **2. Extensive Reading**

Extensive reading is important for improving reading abilities and improving all aspects of language skills (Mikulecky (1996). According to Gebhard (1996), the goal of extensive reading is to improve reading skills by consuming a large amount of enjoyable and understandable reading material.

### **B. Reading Comprehension**

#### **1. Definition of Reading Comprehension**

Reading comprehension, according to Mayor (2005:24), is the process of comprehending a text as it is received, or of "establishing meaning" from the text. When a text is read, comprehension is a "construction methods process," in

which all components of the reading process work together to create an image of the text in the reader's mind. Reading comprehension is the ability to understand what has been read. It is a continuous process that depends on the reader's prior knowledge and experience, in addition to their comprehension ability (Puspita, 2012). Moreover, there are five main types of thinking that are used to understand what is being read: literal, inferential, critical, creative, and value-oriented, (Hammond, 2014).

Reading comprehension is "the ability to comprehend what has been read," according to Zimmerman (2011). A student is said to have a thorough understanding of the subject when they can make a conclusion or show that they comprehend the text. Serravallo (2010) asserts that comprehension is at the heart of what it means to actually read while thinking and understanding and arrive at the meaning of a text. Moreover, Armbruster (2000) also defines comprehension as the reason for reading. He also says that if readers can read the words but don't understand what they are reading, they are not actually reading. As said by Ilmiah and Mustakim (2013) that Reading is one of the most important language acquisition abilities. In addition to hearing, speaking, and writing, knowing enough about the subject and the language is its primary objective.

Additionally, Guthrie (2008) explains reading comprehension. He explains that in order to comprehend the text, we must relate the information we already know to the subject being discussed. He said reading comprehension is a process of tying the text and the student's prior comprehension of the book's topic.

As stated in the description above, the researcher concluded that, whatever the readers' objectives in reading, comprehension has been established as the main objective. The ability to understand text structure and meaning, as well as the readers' comprehension of the subject matter, will be essential for achieving reading comprehension, even though it can be achieved through a highly complex process.

## **2. Level of Reading Comprehension**

Higher level thinking would be included in the higher level of comprehension. According to Rahayu (2007:12), reading comprehension is divided into four levels, as follows:

### **a. Literal Comprehension**

Literal comprehension is the ability to take in the writer's ideas and facts as they are presented in their direct form on the printed page. Since a reader does not need to understand anything beyond what is explicitly written, the literal level of reading comprehension is the simplest.

### **b. Interpretive Comprehension**

Inferential comprehension is the ability to understand what is being written by looking for the hidden meaning beyond what is being directly expressed. Inferring unstated main ideas, causal relations, references to pronouns and adverbs, admitted words, identifying words, author purpose, predicting, finishing, and drawing conclusions all examples of inferential abilities.

### **c. Critical or Applied Comprehension**

Readers need only comprehend what is articulated or hear the author's

actual message in an attempt to comprehend the author's actual meaning. Readers have been introduced to a higher level of comprehension. Talk about ideas with the author and the use of reading to solve real-world issues. The researcher provides the author's opinions and facts.

#### d. Creative Comprehension

The ability to read a passage of creative comprehension refers to the reader's capacity for imaginative reading. Understanding cause-and-effect relationships in a tale is a skill for creative reading comprehension. Solving problems and making things.

### **3. Factors Affecting Reading Comprehension.**

Klingner, Vaughn, and Broadman (2007, p. 6) state that there are a few factors related to readers' fundamental skills that lead to problems with reading comprehension. Word reading, fluency, vocabulary mastery, and basic knowledge make up these elements. When readers struggle to read or understand words, they find it difficult to comprehend the text's meaning. Their reading comprehension is further hampered if they read slowly and incorrectly. Reading comprehension is also influenced by background knowledge of the subject matter and vocabulary knowledge in various contexts, although the readers' great fluency, comprehension of the text without a comprehensive understanding of the words' contexts will be difficult.

According to Snow (2002, 11), reading comprehension is impacted by the text, the reader, and the activity. Reading comprehension is affected by the text in terms of how the author has structured it. Reading comprehension is affected by

the readers' background knowledge and information. Every reader interprets meaning differently depending on their previous knowledge. Reading will have an impact on reading comprehension by affecting how readers generate meaning. It involves both the reason for reading and the technique of reading.

As said by Brown (2001, 299), knowledge and schema have an effect on readers' comprehension. The readers are able to account for their own schema and background knowledge, which involves their own knowledge about the world.

From the conclusion above, there are a few things that affect reading comprehension, to state it quickly. These elements are word knowledge, background knowledge, and reading ability. Because each reader has a different understanding level, those features vary among readers.

#### **4. Skill in Reading Comprehension**

According to Deboer and Dalman (1964: 134), the ability to comprehend what is read is made up of several skills. The following skills are important to the reader's purpose:

- a. Find the main idea by reading.
- b. Reading to pick out specific details.
- c. Using reading to answer to the question.
- d. Reading to arrange and summarize.
- e. Using reading to draw broad conclusions.
- f. Reading to understand instructions.
- g. Using reading to predict.
- h. Reading to make critical evaluations.

- i. Reading maps, graphs, tables, and charts.

According to Brown (2004: 187–188), the skills and strategies for reading seem to be an important aspect in the assessment of reading comprehension, in addition to paying attention to text genres.

## **5. Range of Comprehension**

### **A. Reading on the Interpretive Level**

According Nurdiana, Rizki Amelia (2017) Comprehension a text is always necessary for interpreting communication. Interpretive are terms used to characterize comprehension. Similar to how they do in the students' first language, your comprehension lesson should include both literal and inferential comprehension. As contrast to literal interpretation of a text, inferential comprehension refers to the understanding of concepts or facts obtained from inferences, predictions, and elaborations. Even if the text does not specifically state that it is raining, a student may infer that it is by reading that a man is opening an umbrella as he steps outside.

According to Dallmann et al. (1982) Reading is another term for interpretive or inferential reading. In other words, while reading at this level, the reader is able to comprehend what is implied even when it is not immediately expressed. The following categories fall within this:

- 1) Summarizing and Organizing. The ability to select crucial ideas that serve as the foundation of any the ability to summarize and organize information is a common learning goal.
- 2) Arriving at Generalizations. A further specialized kind of summarizing is

generalizing. The reader must be aware of specific instances in order to make generalizations, and they must then evaluate if the evidence is capable of supporting a conclusion.

- 3) Predicting Outcomes. Predicting results is another necessary comprehension skill. When a phrase, word, or sentence is already misread, the reader can more easily identify the mistake with the aid of skills in effect prediction. Additionally, this capacity helps in remembering what was read.

#### B. Reading on Creative Level

Reading creatively is closely related to creativity, originality, and greatness (Jonassen, 2010;). According to the aforementioned definitions, creative reading is reading in order to write creatively in response to what has been read. Because creative thinking is defined as a mental activity used to develop ideas, creative reading is the key to effective thinking (Syahrin et al., 2019).

Based on Burn et al (1994) the reader's response to what they have read should be constructive in order to demonstrate creative comprehension. When an obvious response is private, it might not always be obvious. Applying new knowledge to an existing context or using existing knowledge in a new situation involves creative knowledge. Additionally, it is concerned with the creation of fresh concepts and the resolution of open-ended issues for which multiple solutions are available. This occurs when a reader applies what they've read to a fresh context before recombining the author's ideas to create creative solutions. A reader creates something new through creative reading comprehension. Those



comprehension levels are connected to each other. Through these stages of comprehension, the students will be able to comprehend a reading text. Therefore, as a result, the steps involved in teaching someone to read must be structured.

### **C. Collaborative Strategic Reading (CSR)**

#### **1. Definition of Collaborative Strategic Reading (CSR)**

Collaborative Strategic Reading (CSR) is reading strategies that involve two or more students with varied abilities in order to comprehend the text. Klingner and Vaughn (1996) elaborate that —CSR is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with the informational text. Furthermore, Klingner and Vaughn (1998: 75) state that CSR is a classroom created to take advantage of the potential of collaboration for language development to assist one another in employing four reading strategies in small, cooperative groups. They can use the strategies Preview, Click & Clunk, Get the Gist, and Wrap Up to help students comprehend the literature they are reading for class.

As said by Bremer (2002), CSR is a comprehension analysis exercise that integrates multiple educational elements: adjusted mutual education and cooperative learning. In this context, reciprocal teaching applies to teachers and students interacting together to identify, explain, question, explain, and read materials. This implies that Collaborative Strategic Reading (CSR) was created as an activity through the implementation of a variety of methodologies. Collaborative Strategic Reading is a model for teaching reading comprehension

that includes strategies for material summary, problem and answer, comprehension monitoring, and peer discussion.

Based on the explanation above, CSR is a reading comprehension strategy that involves students of different reading and achievement levels working cooperatively in small groups to apply the four reading strategies Preview, Click & Clunk, Get the Gist, and Wrap Up in order to facilitate reading comprehension for students with reading, learning, and behavioral problems included in general education classrooms.

## **2. Purpose of Collaborative Strategic Reading (CSR)**

Collaborative Strategic Reading (CSR) serves a variety of roles. According to Abidin (2012), CSR implements strategies that enhance college students' engagement in terms of improving reading comprehension and extending conceptual learning. Collaborative Strategic Reading is intended to optimize student contributions to the improvement of reading comprehension while also helping students in the development of their abilities. Additionally, CSR aims to improve the reading comprehension of students who have learning difficulties or who are at risk of developing them.

The benefits of Collaborative Strategic Reading (CSR) are further described as follows by Abidin (2012):

- a) Promoting students' academic achievement.
- b) Increasing the retention of students.
- c) Improving the satisfaction of students with their academic experience.

- d) Helping students in developing communication skills.
- e) Improving the social skills of students.
- f) Promoting the self-esteem of students.
- g) Fostering positive racial relations.

Thus, the purpose of Collaborative Strategic Reading (CSR) is to help students understand the material in their reading assignments by working in groups, which will improve their reading comprehension skills.

### **3. Strategies of Implementing CSR**

The two phases of CSR implementation include (a) teaching the strategies and (b) cooperative learning activities for groups of students or student pairings. The following implementation phases were established through a variety of research (Bryant et al., 2000; Klingner & Vaughn, 1998, 1999; Vaughn et al., 2000;).

Phase 1: Dispatching the Methods Get the gist, click and clunk, preview, and wrapup are the four tactics that students learn. Before reading the complete text for the lesson, use preview; after finishing the entire material, use wrap up. As you read the material, you will apply the other two strategies—get the gist and click and clunk—after every paragraph.

#### **a) Strategy 1: Preview**

A preview is a strategy for engaging students' past knowledge, facilitating their reading predictions, and increasing interest. Making predictions and

brainstorming are the two activities that make up preview.

Before reading each section, the teacher asks the students to read the entire chapter. The goals of previewing are for students to learn as much as they can about the passage in a short period of time (two to three minutes), to activate their previous knowledge of the subject, and to help them make predictions about what they will learn. The purpose of previewing is to pique students' interest in the subject and get them started reading actively.

When students preview a text before reading, they should pay attention to headings, words that are bolded or underline, pictures, tables, graphs, and other important information. It will help them (a) come up with a list of everything they already know about the subject and (b) predict what they will learn. Students are given little time to come up with ideas, talk about their prior knowledge, and make predictions, much like when seeing a movie preview.

b) Strategy 2: Click and Clunk

As students read each section of the passage, they click and clunk. The purpose of click and clunk is to help students learn to keep track of their reading comprehension and identify comprehension breakdowns. Click are passages in the text that the reader can understand. As the reader progresses smoothly through the text, comprehension "clicks" into place. When a student finds a word, concept, or idea that is illogical, comprehension "clunks"—it fails. For instance, it makes a clunk when students don't know the definition of a word.

According to Ziyaemehr (2012 : 39 ) that strategies to figure out the clunk are rereading the sentences with the clunk and look for key ideas to help

you figure out the unknown word , and rereading the sentences before and after the clunk looking for clues . Meanwhile, Klingner , J.K and Vaughn , S ( 1999 : 286 ) also state that one of strategies to figure out the clunk are asking for help to others and use a picture.

c.) Strategy 3: Get the Gist

This is a strategy to help readers understand the main ideas. Answering the following question will help you determine the main idea: (a) "Who or what is it about?" & (b) "How important is the "who or what?" question?" Students are also instructed to keep their responses to ten words or more, so that their gist only includes the most important information and leaves out any unnecessary details. By concentrating on one paragraph at a time, one can learn how to get the gist. The teacher asks the students to read the paragraph and then point out the most significant person, place, or thing. The teacher next asks the students to describe the aspect of the person, place, or thing that they consider most significant. The teacher then instructs the class on how to put everything together in a statement of no more than ten words.

c) Strategy 4: Wrap up

Is a strategy that teaches students to come up with their own questions and go through key points in the text they have read. The two activities that constitute wrap-up are (a) developing questions and (b) reviewing. It evaluates a text's significance and encourages students to draw conclusions from it.

Phase 2: Cooperative Learning Group or Student Pairing. The four CSR strategies—preview, click and clunk, get the gist, and wrap up—are taught to

students, and after they have learned to use them in teacher-led tasks, they are prepared to use CSR in peer-led cooperative learning groups. It may well be simpler for some teachers to assign students to pair projects, and this strategy has also been found to be effective. The following steps describe how to use these strategies while working with groups.

Set the stage. First, the teacher divides the class into groups. Four students of different abilities should make up each group. The teacher then gives the students their parts. In order for students to experience a variety of roles, they should rotate often. The following are examples of potential roles:

- a. The leader instructs the group on the next reading and the strategy to use.
- b. Clunk Expert: clunk cards are used to remind participants of the steps to take when attempting to analyze their clunk(s).
- c. Gist Expert: helps the group comprehend the gist and determines that the gist only contains the most crucial ideas and leaves out any extraneous information.
- d. Announcer invites group members to share an idea or read a passage.

As can be deduced from the discussion above, Collaborative Strategic Reading (CSR) is a technique intended to assist students in having greater comprehension of a text and to improve their fluency. There are four strategies: preview, click and clunk, grab the gist, and wrap up. By working in small groups, the students use these strategies to better comprehend the material they have read. Here, the teacher's role as a facilitator of CSR activities is to bind together each

group, set clunk, and assist in the learning process of analysis. All students will be actively participating as group members to comprehend the text through CSR.

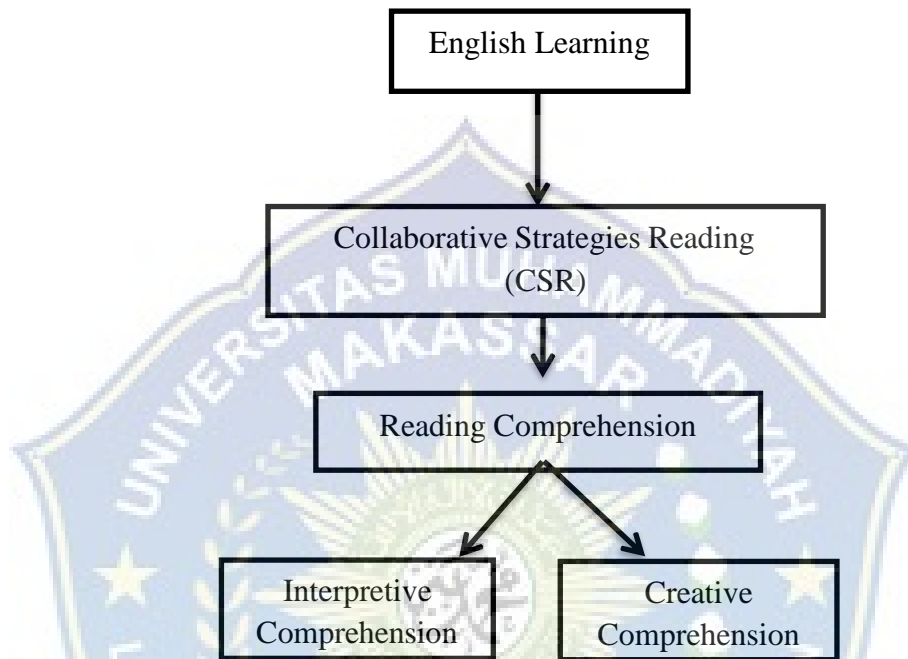
#### **4. Process of Implementing CSR**

Bremer, Vaughn, et al. (2002: 4) state that the following are the basic steps to applying CSR in a cooperative learning group:

- a) Step 1: Introduction to the Class The teacher explains the subject, teaches key vocabulary, and gives instructions, such as what pages to read, how long the lesson should be, and what to do for the activity using CSR.
- b) Step 2: Cooperative group activity throughout the preview, click and clunk, get the gist, and wrap up strategy are the next two steps. Each group member engages in the activities as their designated function and completes a CSR tear log.
- c) Step 3: a strategy for wrap-up. A teacher reviews clunks, shares some of their groups' questions, responds to questions, or shares some review ideas as they relate to the reading passage for the day with the class time.

### C. Conceptual Framework

The conceptual framework underlying this research is presented in the following diagram:



2.1 Figure conceptual framework

The researcher focused on students' reading comprehension. This research focused on students' levels of comprehension, which include interpretive comprehension and creative comprehension. To improve all of that, the researcher was teaching using Collaborative Strategic Reading (CSR). The research has been conducted with the students' at SMK Kesehatan TNI AL Makassar.



#### **D. Hypothesis**

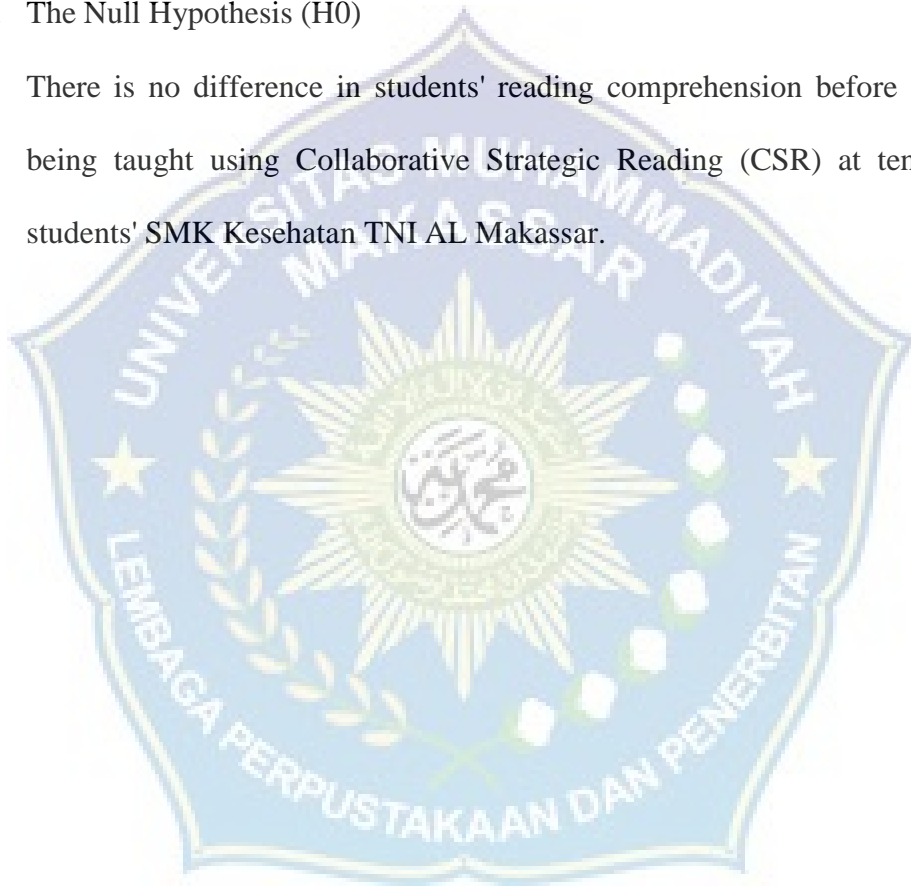
These are the research's hypotheses:

1. The Alternative Hypothesis (H1)

The students' reading comprehension will improve after they begin using Collaborative Strategic Reading (CSR) at SMK Kesehatan TNI AL Makassar.

2. The Null Hypothesis (H0)

There is no difference in students' reading comprehension before and after being taught using Collaborative Strategic Reading (CSR) at tenth grade students' SMK Kesehatan TNI AL Makassar.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this study, the researcher conducted quantitative research using pre-experimental design at SMK Kesehatan TNI AL Makassar. The researcher had conducted a pre-test to determine the students' basic knowledge of their comprehension. The next step is treatment, and researchers have used Collaborative Strategic Reading (CSR) as a method. In the end, the researcher conducted a post-test. By getting the students' scores on the pre-test and post-test, the significance between the two has been seen. The data was taken from the pre-test and post-test scores.

As seen in the table below (Sugiyono, 2010), this research was planned as follows:

Table 3.1 Test Pre-Experimental Design

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| 01       | X         | 02        |

O 1: This is a pre-test that was given to the students before treatment.

X: This is a treatment using Collaborative Strategic Reading (CSR).

O 2: This is a post-test that has been given to the students after treatment.

### The implementation step of research:

#### 1. Pre-test.

Before receiving treatment, students have to take a pretest. The students were given a pretest to determine their reading comprehension.

#### 2. Treatment

The following are the steps involved in teaching reading using Collaborative Strategic Reading (CSR):

- a. The researcher has prepared narrative texts for four readings. The researcher has given students one narrative text in each meeting.
- b. The researcher divided the students into several groups, each of which consists of four members with various abilities. The researcher has assigned roles to all students in each group, such as: leader, reporter, core expert, and writer.
- c. For each group, researchers provided additional reading materials, including the CSR Leader's Cue and the CSR Learning Log.
- d. The researcher asked that the students read the text. Students have read the title and related it using knowledge from the reader; read the first paragraph and made predictions about what would come; read the last paragraph and considered the overall structure of the passage.
- e. Each group has read each section of the text while practicing click and clunk. If students do not know the words the author uses in the text, they should 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 on where 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 wrote the most important ideas in the CSR Learning Log for later review. Each group was informed that the students who serve as reporters for their respective groups should each present their findings.
- h. The researcher has given students the opportunity to comprehend what they have read.
- i. The researcher has taught the students how to ask questions about the main topic, conclusion, and information contained.

### 3. Posttest

After receiving treatment, students were given a posttest. Then the purpose of the posttest is to determine the students' reading comprehension treatment sessions.

## **B. Population and Sample**

The population for this study was drawn from students at SMK Kesehatan TNI AL Makassar. In this study, the cluster sampling technique was used to select the subject of this study. The researcher chose an 11th grade class as the sample for the research, which consisted of 29 students.

### **C. Research Variables**

The researcher included two variables in this research; namely dependent and independent variables. The dependent variable is the students' reading ability while the independent variable is collaborative strategic reading (CSR).

The indicators are:

1. The indicators of students' reading interpretive comprehension
2. The indicators of students' reading creative comprehension.

### **D. Research Instrument**

The instrument that used in this research is the reading test. The researcher conducted a reading test, which consisted of an essay test for pretest and posttest. The students had read the text and draw conclusions about it. The aspects that the researcher focuses on in this study are the students' reading comprehension.

### **E. Procedures of Collecting Data**

In an attempt to collect the data, the instruments and procedures are discussed in this section. Regarding the instruments, reading comprehension tests are involved in this research. Furthermore, it is directly followed by the explanation of the procedures of how they were implemented.

In this research, the data collection method is administering tests that consist of pretest and posttest.

The procedure of administering the test is clarified as follows:

1. Pretest. The pretest is given to the students before the researcher does the treatment. The goal was to determine the ability of students and get

student scores before treatment.

2. Posttest. After receiving treatment, students gave a posttest. Then the purpose of the posttest is to determine the students' reading comprehension treatment sessions.

## F. Data analysis

The researcher collected and analyzed the data. The test analyzed quantitatively. This quantitative analysis used statistical calculation to test the hypothesis. The steps that were undertaken in the quantitative analysis are as follows:

1. Score the students' correct answers on the pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{students}^F \text{correct answer}}{\text{total number of items}} \times 100$$

(Hidayah, 2019)

2. Classifying the students' scores into the following categories:

Table 3.2 classifies the scores 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 interpretive and creative comprehension based on the following categories:

Table 3.3 Interpretive Reading Comprehension dealing makes a main idea and conclusion.

| No | Indicator   | Score |
|----|---|-------|
| 1. | The student explains the text's main idea, major concepts, demonstrating that they have comprehended it thoroughly.         | 4     |
| 2. | The student explains the material's main ideas, concepts. To demonstrate their good comprehension.                          | 3     |
| 3. | The student explains the main idea or major topics in the text to show partial understanding.                               | 2     |
| 4. | Student does not explain the main idea, sequence, or significant concepts in the text to show that they understanding them. | 1     |

Clarke (1990)

Table 3.4 Creative Reading Comprehension dealing makes a resolution.

| No | Indicator   | Score |
|----|---|-------|
| 1. | Students' creation of fresh concepts and the resolution of issues from the text to demonstrate clear understanding.                   | 4     |
| 2. | Students' creation of fresh concepts and the resolution of issues from the text to demonstrate good understanding.                    | 3     |
| 3. | Students' creation of fresh concepts and the resolution of issues from the text to demonstrate poor understanding.                    | 2     |
| 4. | Students' do not demonstrate the creation of fresh concepts and t he resolution of issues from the text to demonstrate understanding. | 1     |

(Syahrin et al., 2019)

Calculating the students' scores by frequency and rule percentage:

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

P= Percentage

F= Frequency

N= Total number of students

4. The researcher used the following formula to calculate the mean score of the students in the collection of data from the students in answering the test:

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

X= main score

$\sum X$  = the sum of all scores

N = the total number of samples





## CHAPTER IV

### FINDING AND DISCUSSION

#### A. FINDING

The researcher collected two types of data after conducting the research: the pre-test and post-test grades. tests were taken the pre-test before treatment and tests were taken the post-test after the treatment.

##### 1. The students' reading comprehension in term of interpretive.

The students' reading comprehension in terms of interpretive using collaborative strategic reading (CSR) The improvement in the students' reading comprehension of SMK Kesehatan TNI AL Makassar as a result of the students assessment of the pre-test and post-test can be seen clearly in the following table:

Table 4.1 *the improvement of the students reading comprehension in term of interpretive using collaborative strategic reading (CSR).*

| Indicator    | Mean score |          | Improvement (%) |
|--------------|------------|----------|-----------------|
|              | Pretest    | Posttest |                 |
| Interpretive | 46.38      | 81.28    | 34.90 %         |

table 4.1, Based on the data above, it is clearly evident that the pre-test mean score was 46.38 and the post-test mean score was 81.28, showing a 34.90% improvement.

Based on the analysis of the student's reading comprehension scores for indicator interpretive before and after using the Collaborative Strategic Reading

(CSR) method, the student's reading comprehension score explanatory data for indicator interpretive were as follows:

Table 4.2 *the Rate Frequency and Percentage Distribution of the Students' reading comprehension scores on interpretive.*

| Classification | Range of Score | Pretest |      | Posttest |      |
|----------------|----------------|---------|------|----------|------|
|                |                | f       | %    | F        | %    |
| Very good      | 86-100         | 0       | 0    | 16       | 55.2 |
| Good           | 71-85          | 2       | 6.9  | 8        | 27.6 |
| Fair           | 56-70          | 4       | 13.8 | 2        | 6.9  |
| Poor           | 41-55          | 12      | 41.4 | 3        | 10.3 |
| Very poor      | <40            | 11      | 37.9 | 0        | 0    |
| Total          |                | 29      | 100% | 29       | 100% |

Table 4.2, it can be seen that most of the students in pretest of interpretive shows that, 11 students (37.9%) acquired “very poor”, 12 students (41.4%) acquired “poor”, 4 students (13.8%) acquired “fair”, there were 2 students (6.9%) got as “good” classification and none of the students got Very Good is (0%). In other hand, in posttest there were 16 students (55.2%) acquired “very good”. 8 students (27.6%) acquired “good”, 2 students (6.9%) acquired “fair”, 3 students (10.3) acquired “poor” and of the 22 students, none were in the category acquired “very poor” (0%).

The histogram below shows the percentage of students that score on interpretive indicators for reading comprehension:

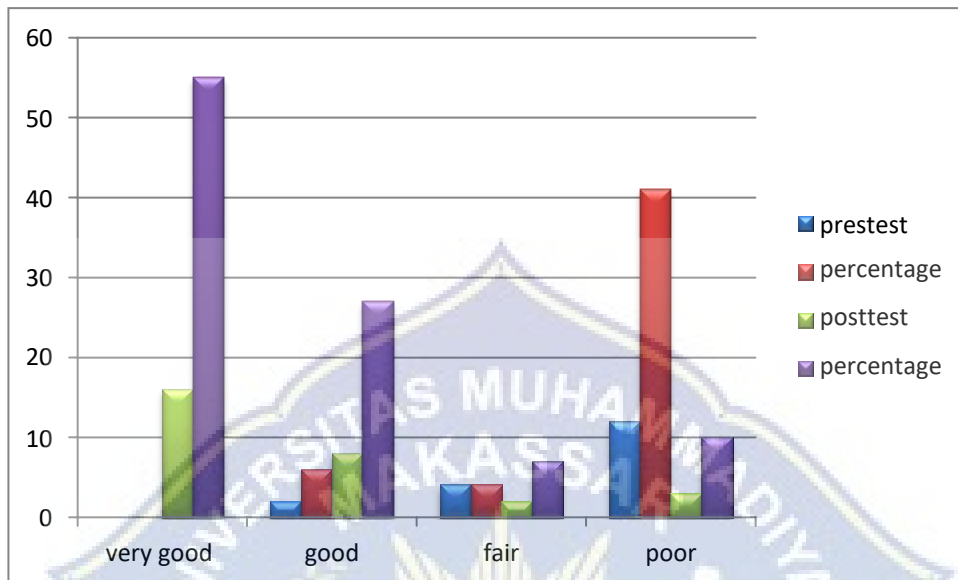


Figure 4.1 Categories of students' reading comprehension percentages according to interpretive indicator

## 2. The students' reading comprehension in term of creative.

Following is the explanation of the student reading comprehension scores in the indicator creative as well as the explanation of the student interest scores and reading comprehension scores in the pretest and post-test activities that were the results of the technical analysis:

Table 4.3 the improvement of the students reading comprehension in term of creative using collaborative strategic reading (CSR).

| Indicator | Mean score |          | Improvement (%) |
|-----------|------------|----------|-----------------|
|           | Pretest    | Posttest |                 |
| Creative  | 42.86      | 73.55    | 30.69 %         |

According to the table above, the score before using the Collaborative Strategic Reading (CSR) learning technique was 42.86 points, and the score after using the Collaborative Strategic Reading (CSR) learning method on creative was 73.55 points showing a 30.69 % improvement.

The section discuss with the presentation of the result of the students reading comprehension in terms creative in Pretest and Posttest. The researcher found the data related to the students' score that had been qualified into categories as seen in the following table:

Table 4.4 *the rate frequency and percentage distribution of the students' reading comprehension scores on creative.*

| Classification | Range of Score | Pretest |      | Posttest |      |
|----------------|----------------|---------|------|----------|------|
|                |                | F       | %    | F        | %    |
| Very good      | 86-100         | 0       | 0    | 9        | 31   |
| Good           | 71-85          | 1       | 3.4  | 10       | 34.5 |
| Fair           | 56-70          | 6       | 20.7 | 4        | 13.8 |
| Poor           | 41-55          | 6       | 20.7 | 6        | 20.7 |
| Very poor      | <40            | 16      | 55.2 | 0        | 0    |
| Total          |                | 29      | 100% | 29       | 100% |

Table 4.4 shows on the pretest that the students of creative comprehension scored "very poor" with 16 students (55.2%), 6 students (20.7%) were classified as "poor", 6 students (12.5%) were classified as "fair", Only 1 students (3.4%)

were classified as "good" and none students were categorized as Very Good (0%). And the other side of the posttest of the 29 students, 9 students (31%) scored "very good", 10 students (34.5%) were classified as "good" There were 4 students (13.8%) who received a "fair" classification, while 6 students (20.7%) received a "poor" classification and none of the 29 were classified as "very poor" (0%).

The histogram below shows the percentage of students that score on creative indicators for students reading comprehension:

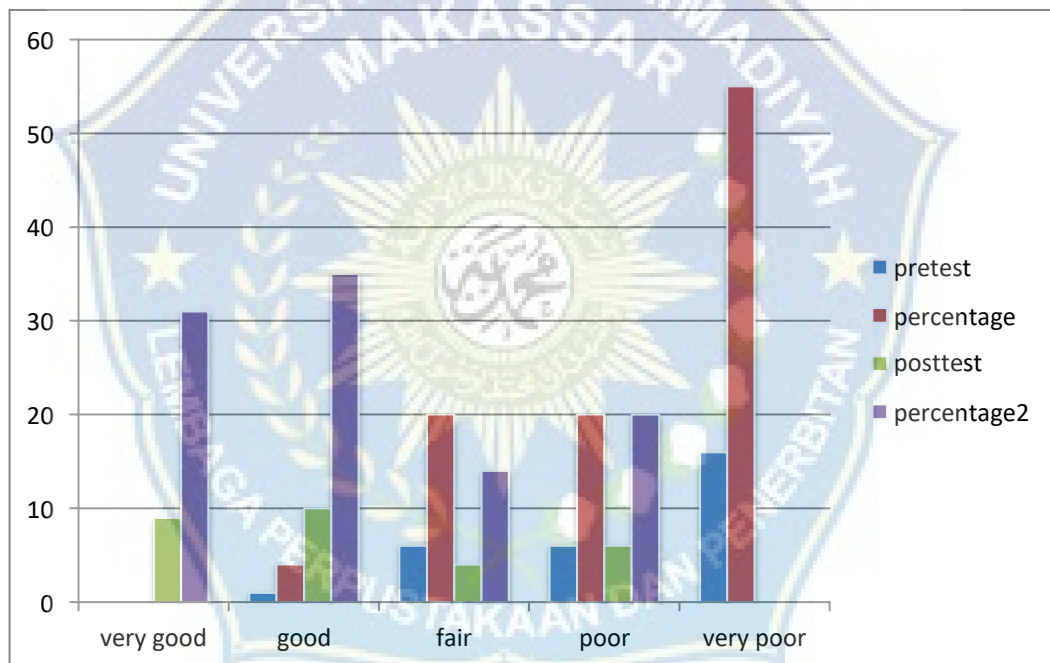


Figure 4.2 *Categories of students' reading comprehension percentages according to creative indicator*

### 3. The Percentage of Students Score Classification in Reading Comprehension.

Based on the analysis of students' reading comprehension scores, the following data was gathered about students' reading comprehension scores before and after the Collaborative Strategic Reading (CSR) method was used:

Table 4.5 shows the frequency and percentage distribution of the reading comprehension scores of the students before and after the Collaborative Strategic Reading (CSR) method was used.

| Classification | Range of Score | Pretest |      | Posttest |      |
|----------------|----------------|---------|------|----------|------|
|                |                | f       | %    | F        | %    |
| Very good      | 86-100         | 0       | 0    | 9        | 31   |
| Good           | 71-85          | 2       | 6.9  | 10       | 34.4 |
| Fair           | 56-70          | 5       | 17.1 | 7        | 24.3 |
| Poor           | 41-55          | 10      | 34.6 | 3        | 10.3 |
| Very poor      | <40            | 12      | 41.4 | 0        | 0    |
| Total          |                | 29      | 100% | 29       | 100% |

According to the table, before applying the Collaborative Strategic Reading (CSR) method, 12 students (41.4%) were in the category "very poor", 10 students (34.6%) were in the "poor" category, 5 students (17.1%) were in the "fair" category. and the remaining In the category "good," 2 students (6.9%) were From the 29 students, not one was in the very good category (0%). After applying the Collaborative Strategic Reading (CSR) method, 9 students (31%) were in the "very good" category, 10 students (34.4%) were in the "good" category, 7 students

(24.3%) were in the "fair" category, 3 students (10.3%) were in the "poor" category, and none students, after applying the Collaborative Strategic Reading (CSR) method, fell into the "very poor" category. It shows that collaborative strategic reading (CSR) improves students' reading comprehension achievement.

#### 4. Test of Significance (t-test)

Table 4.6 the t-test of the students reading comprehension in terms of interpretive.

|        |  | Paired Samples Test |                |                 |   |         |        |                 |       |
|--------|--|---------------------|----------------|-----------------|---|---------|--------|-----------------|-------|
|        |  | Paired Differences  |                |                 |   | t       | df     | Sig. (2-tailed) |       |
|        |  | Mean                | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |        |                 |       |
|        |  |                     |                |                 | Lower                                     |         |        |                 | Upper |
| Pair 1 | pretest of interpretive - posttest of interpretive | -34.897             | 13.896         | 2.580           | -40.182                                   | -29.611 | 13.524 | 28              | .000  |

As per to table 4.6, there was no significant difference after treatment, as evidenced by the T-Test analysis, where the significant value (2-tailed) was 0.000, which was less than  $\alpha = 0.050$ . With the T-Test is higher than T-Table  $13.524 > 1.701$  it indicates that the alternative hypothesis (H1) was significantly approved. It means that the use of collaborative strategy reading (CSR) has a significant effect on the students' reading comprehension in terms of interpretive.

In this section, discussion deals with the arguments for the significant differences in students' reading comprehension in terms of creative.

Table 4.7 the t-test of the students' reading comprehension in terms of creative

|   | Paired Differences |                |                 |   |         | t      | df | Sig. (2-tailed) |
|---|--------------------|----------------|-----------------|---|---------|--------|----|-----------------|
|   | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |        |    |                 |
|   |                    |                |                 | Lower                                     | Upper   |        |    |                 |
| Pair 1 pretest of creative - posttest of creative | -30.690            | 12.742         | 2.366           | -35.537                                   | -25.843 | 12.970 | 28 | .000            |

By the table 4.7, there was no significant difference after treatment, as evidenced by the T-Test analysis, where the significant value (2-tailed) was 0.000, which was less than  $\alpha = 0.050$ . With the T-Test is higher than T-Table  $12.970 > 1.701$  it indicates that the alternative hypothesis (H1) was significantly approved. It means that the use of collaborative strategy reading (CSR) has a significant effect on the students' reading comprehension in terms of creative.

Therefore, it can be concluded that the Collaborative Strategic Reading (CSR) method had an impact on students' reading comprehension before and after it was used. The result of the post-test showed that the statistical hypothesis of  $H_0$  was rejected and the statistical hypothesis of  $H_1$  was accepted.



## **B. DISCUSSION**

After the implementation of Collaborative Strategic Reading, students demonstrated significant improvement. Excellent progress was also seen in the students' enthusiasm and participation in the learning process. The Click and Clunk Strategy, in which students guess the vocabulary they think is difficult to understand by using a fix-up strategy, can also be used to overcome students' difficulties inferring the meaning of specific terms in the text. It was supported by the difference in scores of the students in the pretest and posttest, where the student's mean score in the pretest was 44.52, which classified them into the very poor category, and the student's mean score in the posttest was 72.24, which classified them into the good category. It shows that the students' score was better after implemented the Collaborative Strategic Reading (CSR) in treatment than before with the rate percentage of increased 33.04%. The result of this research related to the research of Klinger and Vaughn's (1998) claim that Collaborative Strategic Reading is a reasonably effective method for teaching reading comprehension and increasing vocabulary among students.

Additionally, grouping is used in the implementation of CSR to improve students' communication among friends and decrease the number of students who have a defeatist mentality toward their studies. When asked about the English teacher's judgment of this research, the researchers found that it was consistent with her own opinions. Collaborative strategic reading, according to an English teacher, could improve students' understanding of English text. Margaret

discovered that by incorporating CSR into methodology, many students' motivation to learn increased. The opportunity for students to first express their ideas in small groups was very helpful for those who found it difficult to do so in front of the class. Febtisari and Fitrawati (2017) also stated that Collaboration Strategic Reading is a strategy that teaches students to collaborate on reading assignments to improve understanding.

The use of collaborative strategy reading (CSR) as a teaching method had a good effect on building up the students' reading abilities. When the pretest was given, the students showed that there was no significant difference in terms of mean score. However, after the pretest was given, the students showed that there was a significant difference after being treated by using CSR. In other words, teaching English reading using CSR methods was effective in increasing the students' reading comprehension skills in terms of interpretive and creative comprehension. As stated by Pertiwi (2013) in her research titled "Improving Students Reading Comprehension through Collaborative Strategic Reading (CSR) Method," using Collaborative Strategic Reading (CSR) could improve students' English proficiency, especially in reading comprehension, and make the students more involved in the learning process.

Based on the table indicator interpretive comprehension, the minimum score before applying the Collaborative Strategic Reading (CSR) learning method was 46.38 points, and after applying it, the minimum score was 81.28 points. And according to the table indicator creative, the minimum score before applying the

Collaborative Strategic Reading (CSR) learning method was 42.86 points, and after applying the Collaborative Strategic Reading (CSR) the minimum score was 73.53 points. It showed that the Collaborative Strategic Reading (CSR) could improve the students' reading comprehension.

On the students' results obtained and stated in the findings and discussion above, the researcher used a t-test inferential statistic through the SPSS version 23.0 program to test the hypothesis. Based on the statistic shown in the table above, it is concluded that the probability value is lower than alpha ( $\alpha$ ) ( $.000 > 0.05$ ). With the T-Test is higher than T-Table  $21.053 > 1.701$  it indicates that the alternative hypothesis (H1) was significantly approved. It was concluded that there was a significant difference before and after treatment in both groups. The conclusion is that a collaborative reading strategy (CSR) can have a greater impact on students.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusions

After the conclusion of the experimental study on the use of collaborative strategy reading (CSR) to improve the students' reading comprehension and in view of the results from the previous chapter, the researcher draws the following conclusions:

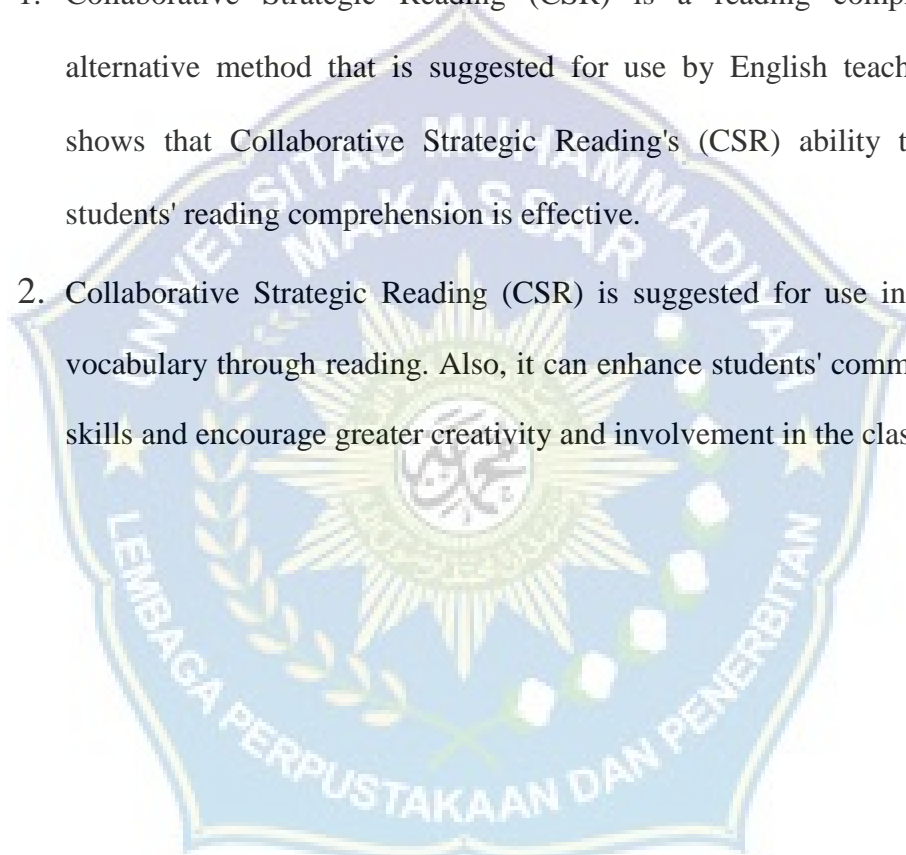
1. The implementation of collaborative strategy reading (CSR) improves students' reading comprehension in terms of interpretive for class XI SMK Kesehatan TNI AL Makassar. On the use of CSR, the mean score of the interpretive before and after treatment is 46.38% and becomes 81.28%, with the interpretive t-test value being greater than the t-table value ( $13.524 > 1.701$ ). means there is a significant improvement, and this study managed to increase the number of students' reading comprehension in terms of interpretive.
2. In creative of the reading comprehension, the writer focuses on how make students makes they creative resolution after read the text. The implementation of CSR in reading comprehension had developed the students to enhance students' reading comprehension in terms of creative, there is a different in terms of the mean score after being treated (42.86), which becomes (73.55). The result of calculating the t-test of the indicators in an organization is greater than T-Table ( $12.970 > 1.701$ ). it means that there is a

significant difference between before and after giving the treatment using CSR.

## **B. Suggestions**

In light of the previous chapters, the researcher advised:

1. Collaborative Strategic Reading (CSR) is a reading comprehension alternative method that is suggested for use by English teachers. This shows that Collaborative Strategic Reading's (CSR) ability to impact students' reading comprehension is effective.
2. Collaborative Strategic Reading (CSR) is suggested for use in teaching vocabulary through reading. Also, it can enhance students' communicative skills and encourage greater creativity and involvement in the class.



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**APPENDIX 1**  
**LESSON PLAN**  
**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**Satuan Pendidikan: SMK Kesehatan TNI AL Makassar**

**Mata Pelajaran: Bahasa Inggris**

**Kelas /Semester: XI**

**Tahun Pelajaran: 2021/2022**

**Materi Pokok: Narrative text**

**Alokasi Waktu: 4 JP (2 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)

| <b>Kompetensi Dasar (KD)</b><br><b>Pengetahuan</b>  | <b>Kompetensi Dasar (KD)</b><br><b>Keterampilan</b>  |
|---|--|
| 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. |
| <b>Indikator Pencapaian Kompetensi (IPK) KD 3.8</b>   | <b>Indikator Pencapaian Kompetensi (IPK) KD 4.8</b>  |
| 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.                                 |

### C. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi berbagai informasi dalam kalimat sangat sederhana.
2. Siswa mampu mengidentifikasi sebuah teks narrative.

- 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:**

Pertemuan ke 1.

| <b>PENDAHULUAN (10 menit)</b> |   |
|-------------------------------|---|
| <b>Tahap</b>                  | <b>Kegiatan</b>   |
| <b>Kegiatan Awal</b>          | <ul style="list-style-type: none"> <li>• Salam dan mencerminkan sikap santun, religius, saling menghormati dan menghargai.</li> <li>• Mengecek kehadiran siswa</li> <li>• Peserta didik berdoa bersama sebagai wujud sikap religious, saat berdoa guru</li> </ul> |

|                                 |   |
|---------------------------------|---|
|                                 | <p>memberi penguatan tentang rasa syukur kepada Allah SWT</p> <ul style="list-style-type: none"> <li>• Apersepsi dan motivasi</li> </ul>  |
| <b>KEGIATAN INTI (70 menit)</b> |   |
| <b>Observation</b>              | <ul style="list-style-type: none"> <li>• Menanyakan kepada siswa apakah telah mempelajari materi yang telah diberikan sebelumnya.</li> <li>• Menanyakan kepada siswa apakah pernah belajar mengenai teks naratif.</li> <li>• Guru menjelaskan definisi dari teks naratif.</li> </ul>  |
| <b>Questioning</b>              | <ul style="list-style-type: none"> <li>• Menanyakan beberapa pertanyaan mengenai apa saja yang diketahui siswa tentang teks naratif.</li> </ul>   |
| <b>Assosiation</b>              | <ul style="list-style-type: none"> <li>• Menunjukkan beberapa contoh teks naratif kepada siswa.</li> </ul>  |
| <b>Experimenting</b>            | <ul style="list-style-type: none"> <li>• Meminta siswa untuk mengerjakan pre-test yang telah dibagikan</li> <li>• Peneliti memberikan test kepada siswa yang didalamnya terdapat teks naratif</li> <li>• Siswa membaca dengan tenang teks-teks tersebut untuk memahami isi pesannya</li> </ul>  |
| <b>Communicating</b>            | <ul style="list-style-type: none"> <li>• Guru melakukan Tanya jawab berkaitan teks yang mereka telah baca</li> <li>• Guru memberikan tugas atau diskusi kepada siswa</li> <li>• Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan</li> <li>• Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah</li> <li>• Guru bertanya tentang hal yang belum diketahui siswa mengenai kosa kata</li> <li>• Guru memberikan penjelasan dan menyimpulkan terkait cara mencari main idea dan kesimpulan dalam teks naratif.</li> </ul> |
| <b>PENUTUP (10 menit)</b>       |   |
| <b>Penutup</b>                  | <ul style="list-style-type: none"> <li>• Menyimpulkan hal-hal yang telah dipelajari</li> <li>• Refleksi</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk belajar kembali.</li> <li>• memberi salam untuk meningkatkan ketaqwaan kepada Tuhan Yang maha Esa.</li> </ul> |
|--|--|

Pertemuan ke- 2.

| <b>PENDAHULUAN (10 menit)</b>   |  |
|---------------------------------|--|
| <b>Tahap</b>                    | <b>Kegiatan</b>  |
| <b>Kegiatan Awal</b>            | <ul style="list-style-type: none"> <li>• Salam dan mencerminkan sikap santun, religius, saling menghormati dan menghargai.</li> <li>• Mengecek kehadiran siswa</li> <li>• Peserta didik berdoa bersama sebagai wujud sikap religious, saat berdoa guru memberi penguatan tentang rasa syukur kepada Allah SWT</li> <li>• Apersepsi dan motivasi</li> </ul> |
| <b>KEGIATAN INTI (70 menit)</b> |  |
| <b>Observation</b>              | <ul style="list-style-type: none"> <li>• Guru mereview kembali materi yang telah diajarkan minggu lalu (naratif teks).</li> <li>• Guru menjelaskan aturan dan cara menggunakan Collaborative Strategic Reading (CSR) yang akan dipakai dalam mencari main idea dan kesimpulan suatu teks naratif.</li> </ul>   |
| <b>Questioning</b>              | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| <b>Assosiation</b>              | <ul style="list-style-type: none"> <li>• Guru mengawasi siswa saat membaca teks yang telah diberikan.</li> </ul>   |
| <b>Experimenting</b>            | <ul style="list-style-type: none"> <li>• Guru melakukan Tanya jawab berkaitan dengan teks yang telah mereka baca menggunakan metode Collaborative Strategic Reading (CSR).</li> </ul>  |
| <b>Communicating</b>            | <ul style="list-style-type: none"> <li>• Guru memberikan penguatan tentang teks naratif.</li> </ul>  |
| <b>PENUTUP (10 menit)</b>       |  |
| <b>Penutup</b>                  | <ul style="list-style-type: none"> <li>• Menyimpulkan hal-hal yang telah</li> </ul>  |



|  |  |
|--|--|
|  | <p>dipelajari</p> <ul style="list-style-type: none"> <li>• Refleksi</li> <li>• Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk belajar kembali.</li> <li>• memberi salam untuk meningkatkan ketaqwaan kepada Tuhan Yang maha Esa.</li> </ul> |
|--|--|

## G. PENILAIAN

### 1. Penilaian pengetahuan

- a. Teknik : Tes Tertulis
- b. Bentuk instrumen : Tes Essay

### 2. Penilaian keterampilan

- a. Teknik : tes praktik dan tes identifikasi

Makassar, 2022

Mahasiswa

Kartika

Nim. 105351118117

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Satuan Pendidikan: SMK KESEHATAN TNI AL MAKASSAR**

**Mata Pelajaran: Bahasa Inggris**

**Kelas /Semester: XI**

**Tahun Pelajaran: 2021/2022**

**Materi Pokok: Narrative text**

**Alokasi Waktu: 4 JP (2 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)

| <b>Kompetensi Dasar (KD)<br/>Pengetahuan</b>  | <b>Kompetensi Dasar (KD)<br/>Keterampilan</b>  |
|---|--|
| 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. |
| <b>Indikator Pencapaian Kompetensi (IPK) KD 3.8</b>   | <b>Indikator Pencapaian Kompetensi (IPK) KD 4.8</b>  |
| 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.          | 4.8.1 Membuat teks naratif terkait legenda rakyat, sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.                                 |

### G. TUJUAN PEMBELAJARAN

4. Siswa dapat mengidentifikasi berbagai informasi dalam kalimat sangat sederhana.
5. Siswa mampu mengidentifikasi sebuah teks narrative.
6. Siswa mampu menemukan main idea dan kesimpulan sebuah teks

narrative.

## H. PENDEKATAN, MODEL DAN METODE PEMBELAJARAN

Pendekatan: Scientific approach and communication

Model: Grouping

Metode: Diskusi, Work in Pairs/group

## I. 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.

## J. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN:

Pertemuan ke- 3.

| PENDAHULUAN (10 menit) |  |
|------------------------|--|
| Tahap                  | Kegiatan   |
| Kegiatan Awal          | <ul style="list-style-type: none"><li>• Salam dan mencerminkan sikap santun, religius, saling menghormati dan menghargai.</li><li>• Mengecek kehadiran siswa</li><li>• Peserta didik berdoa bersama sebagai wujud sikap religius, saat berdoa guru memberi penguatan tentang rasa syukur kepada Allah SWT</li><li>• Mengajukan pertanyaan tentang materi</li></ul> |

|                                 |  |
|---------------------------------|--|
|                                 | <p>minggu lalu.</p> <ul style="list-style-type: none"> <li>• Penyampaian tujuan pembelajaran.</li> <li>• Apersepsi dan motivasi.</li> </ul>  |
| <b>KEGIATAN INTI (70 menit)</b> |  |
| <b>Observation</b>              | <ul style="list-style-type: none"> <li>• Mereview kembali materi yang telah diajarkan minggu lalu.</li> <li>• Memilih beberapa category untuk menjadi tema pembelajaran.</li> </ul>  |
| <b>Questioning</b>              | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| <b>Assosiation</b>              | <ul style="list-style-type: none"> <li>• Peneliti mengawasi siswa saat membaca teks yang telah diberikan.</li> </ul>   |
| <b>Experimenting</b>            | <ul style="list-style-type: none"> <li>• melakukan Tanya jawab berkaitan dengan teks yang telah mereka baca menggunakan metode Collaborative Strategic Reading (CSR).</li> </ul>   |
| <b>Communicating</b>            | <ul style="list-style-type: none"> <li>• Peneliti memberikan penguatan tentang teks naratif.</li> </ul>  |
| <b>PENUTUP (10 menit)</b>       |  |
| <b>Penutup</b>                  | <ul style="list-style-type: none"> <li>• Menyimpulkan hal-hal yang telah dipelajari</li> <li>• Refleksi</li> <li>• Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk belajar kembali.</li> <li>• Memberi salam untuk meningkatkan ketaqwaan kepada Tuhan Yang maha Esa.</li> </ul> |

#### Pertemuan ke 4

| <b>PENDAHULUAN (10 menit)</b> |   |
|-------------------------------|---|
| <b>Tahap</b>                  | <b>Kegiatan</b>   |
| <b>Kegiatan Awal</b>          | <ul style="list-style-type: none"> <li>• Salam dan mencerminkan sikap santun, religius, saling menghormati dan menghargai.</li> <li>• Mengecek kehadiran siswa</li> <li>• Peserta didik berdoa bersama sebagai wujud sikap religious, saat berdoa guru</li> </ul> |

|                                 |  |
|---------------------------------|--|
|                                 | <p>memberi penguatan tentang rasa syukur kepada Allah SWT</p> <ul style="list-style-type: none"> <li>• Mengajukan pertanyaan tentang materi minggu lalu.</li> <li>• Penyampaian tujuan pembelajaran.</li> <li>• Apersepsi dan motivasi.</li> </ul>   |
| <b>KEGIATAN INTI (70 menit)</b> |  |
| <b>Observation</b>              | <ul style="list-style-type: none"> <li>• Mereview kembali materi yang telah diajarkan minggu lalu.</li> <li>• Memilih beberapa category untuk menjadi tema pembelajaran.</li> </ul>  |
| <b>Questioning</b>              | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| <b>Assosiation</b>              | <ul style="list-style-type: none"> <li>• Peneliti mengawasi siswa saat membaca teks yang telah diberikan.</li> </ul>   |
| <b>Experimenting</b>            | <ul style="list-style-type: none"> <li>• Melakukan Tanya jawab berkaitan dengan teks yang telah mereka baca menggunakan metode Collaborative Strategic Reading (CSR).</li> </ul>   |
| <b>Communicating</b>            | <ul style="list-style-type: none"> <li>• Peneliti memberikan penguatan tentang teks naratif.</li> </ul>  |
| <b>PENUTUP (10 menit)</b>       |  |
| <b>Penutup</b>                  | <ul style="list-style-type: none"> <li>• Menyimpulkan hal-hal yang telah dipelajari</li> <li>• Refleksi</li> <li>• Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk belajar kembali.</li> <li>• Memberi salam untuk meningkatkan ketaqwaan kepada Tuhan Yang maha Esa.</li> </ul> |

## G. PENILAIAN

### 1. Penilaian pengetahuan

a. Teknik : Tes Tertulis

b. Bentuk instrumen : Tes Essay

2. Penilaian keterampilan

a. Teknik : tes praktik dan tes identifikasi

Makassar, 2022

Mahasiswa

Kartika  
Nim. 105351118117



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Satuan Pendidikan: SMK KESEHATAN TNI AL MAKASSAR**

**Mata Pelajaran: Bahasa Inggris**

**Kelas /Semester: XI**

**Tahun Pelajaran: 2021/2022**

**Materi Pokok: Narrative text**

**Alokasi Waktu: 4 JP (2 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)

| <b>Kompetensi Dasar (KD)<br/>Pengetahuan</b>   | <b>Kompetensi Dasar (KD)<br/>Keterampilan</b>  |
|--|--|
| 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. |
| <b>Indikator Pencapaian Kompetensi (IPK) KD 3.8</b>  | <b>Indikator Pencapaian Kompetensi (IPK) KD 4.8</b>  |
| <p>3.8 3 Membandingkan struktur teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana.</p> <p>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.</p> | 4.8.2 Mendemonstrasikan teks naratif terkait legenda rakyat, sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.                       |

### **C. TUJUAN PEMBELAJARAN**

7. Siswa dapat mengidentifikasi berbagai informasi dalam kalimat sangat sederhana.
8. Siswa mampu mengidentifikasi sebuah teks narrative.
9. 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:

Pertemuan ke 5

| <b>PENDAHULUAN (10 menit)</b>   |  |
|---------------------------------|--|
| <b>Tahap</b>                    | <b>Kegiatan</b>  |
| <b>Kegiatan Awal</b>            | <ul style="list-style-type: none"> <li>• Salam dan mencerminkan sikap santun, religius, saling menghormati dan menghargai.</li> <li>• Mengecek kehadiran siswa</li> <li>• Peserta didik berdoa bersama sebagai wujud sikap religious, saat berdoa guru memberi penguatan tentang rasa syukur kepada Allah SWT</li> <li>• Mengajukan pertanyaan tentang materi minggu lalu.</li> <li>• Penyampaian tujuan pembelajaran.</li> <li>• Apersepsi dan motivasi.</li> </ul> |
| <b>KEGIATAN INTI (70 menit)</b> |  |
| <b>Observation</b>              | <ul style="list-style-type: none"> <li>• Mereview kembali materi yang telah diajarkan minggu lalu.</li> <li>• Memilih beberapa category untuk menjadi tema pembelajaran.</li> </ul>  |
| <b>Questioning</b>              | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| <b>Assosiation</b>              | <ul style="list-style-type: none"> <li>• Peneliti mengawasi siswa saat membaca teks yang telah diberikan.</li> </ul>   |
| <b>Experimenting</b>            | <ul style="list-style-type: none"> <li>• melakukan Tanya jawab berkaitan dengan teks yang telah mereka baca menggunakan metode Collaborative Strategic Reading (CSR).</li> </ul>   |
| <b>Communicating</b>            | <ul style="list-style-type: none"> <li>• Peneliti memberikan penguatan tentang teks naratif.</li> </ul>  |
| <b>PENUTUP (10 menit)</b>       |  |
| <b>Penutup</b>                  | <ul style="list-style-type: none"> <li>• Menyimpulkan hal-hal yang telah dipelajari</li> <li>• Refleksi</li> <li>• Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk belajar kembali.</li> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Memberi salam untuk meningkatkan ketaqwaan kepada Tuhan Yang maha Esa.</li> </ul> |
|--|--|

Pertemuan ke 6

| <b>PENDAHULUAN (10 menit)</b>   |  |
|---------------------------------|--|
| <b>Tahap</b>                    | <b>Kegiatan</b>  |
| <b>Kegiatan Awal</b>            | <ul style="list-style-type: none"> <li>• Salam dan mencerminkan sikap santun, religius, saling menghormati dan menghargai.</li> <li>• Mengecek kehadiran siswa</li> <li>• Peserta didik berdoa bersama sebagai wujud sikap religious, saat berdoa guru memberi penguatan tentang rasa syukur kepada Allah SWT</li> <li>• Mengajukan pertanyaan tentang materi minggu lalu.</li> <li>• Penyampaian tujuan pembelajaran.</li> <li>• Apersepsi dan motivasi.</li> </ul> |
| <b>KEGIATAN INTI (70 menit)</b> |  |
| <b>Observation</b>              | <ul style="list-style-type: none"> <li>• Menanyakan kepada siswa apakah telah menguasai materi yang telah diberikan sebelumnya.</li> </ul>   |
| <b>Questioning</b>              | <ul style="list-style-type: none"> <li>• Meminta siswa untuk naik satu persatu menjelaskan apa saja yang mereka ketahui terkait materi yang sudah diajarkan.</li> </ul>  |
| <b>Assosiation</b>              | <ul style="list-style-type: none"> <li>• Peneliti mengawasi siswa saat membaca teks yang telah diberikan.</li> </ul>   |
| <b>Experimenting</b>            | <ul style="list-style-type: none"> <li>• Guru memberikan Post-test berupa soal yang sama dengan soal Pre-test yaitu naratif teks, ini bertujuan untuk melihat sampai mana kemampuan siswa dalam mencari main idea dan kesimpulan teks naratif.</li> </ul>  |
| <b>Communicating</b>            | <ul style="list-style-type: none"> <li>• Peneliti memberikan penguatan tentang teks naratif.</li> </ul>  |
| <b>PENUTUP (10 menit)</b>       |  |
| <b>Penutup</b>                  | <ul style="list-style-type: none"> <li>• Menyimpulkan hal-hal yang telah dipelajari</li> <li>• Refleksi</li> <li>• Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk</li> </ul>  |

|  |   |
|--|---|
|  | belajar kembali. <ul style="list-style-type: none"><li>• Memberi salam untuk meningkatkan ketaqwaan kepada Tuhan Yang maha Esa.</li></ul> |
|--|---|

## G. PENILAIAN

### 1. Penilaian pengetahuan

- a. Teknik : Tes Tertulis
- b. Bentuk instrumen : Tes Essay

### 2. Penilaian keterampilan

- a. Teknik : tes praktik dan tes identifikasi

Makassar, 2022

Mahasiswa

Kartika

Nim. 105351118117

## APPENDIX 2

### The Instrument of Pre-test

Narrative text

Pre-test

#### "Golden Eggs"

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation. Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to almost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship.

.....

Answer the following questions!

1. Continue the story above!
2. Find out the main ideas of each paragraph?
3. What the conclusion from the story above?
4. What is the resolution of the story?

## Students' answer pretest

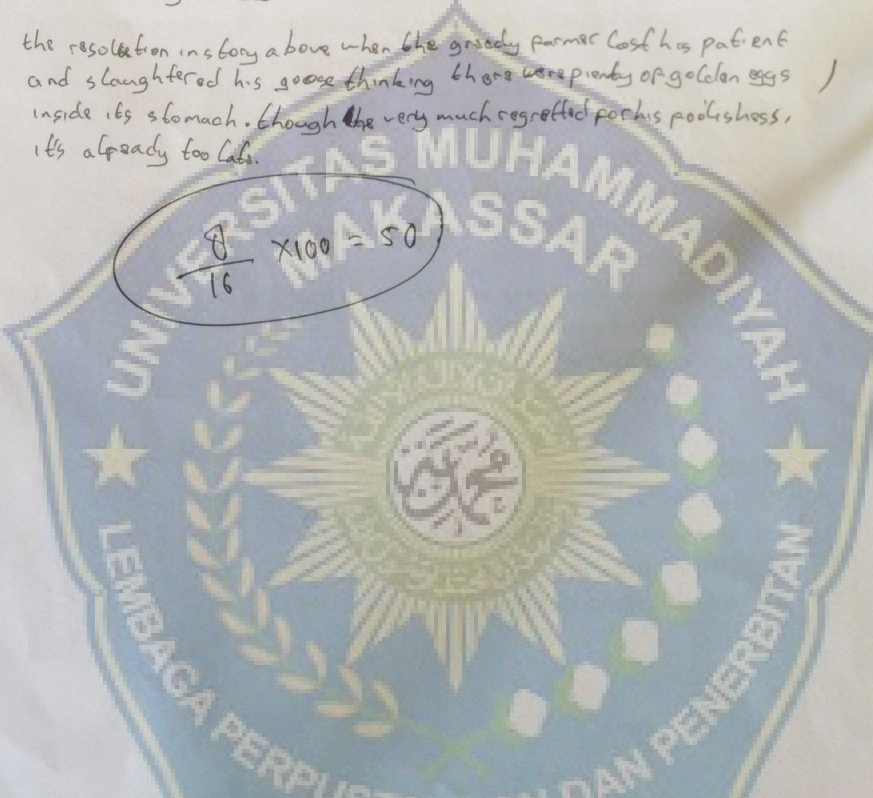
1. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach ~~to satisfy his greed~~ }  
- it's already too late

2. - first paragraph = a poor farmer lost his entire livestock to a pool 3  
- second paragraph = the farmer found a golden egg  
- third paragraph = the farmer ~~found~~ became lazy, arrogant and spend thrift

3. the old man gave a golden egg 1

4. the resolution in story above when the greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. though he very much regretted for his foolishness, it's already too late.

$\frac{8}{16} \times 100 = 50$



The image shows a watermark of the logo for Universitas Muhammadiyah Makassar. The logo is a shield-shaped emblem with a central sunburst and Arabic calligraphy. The text 'UNIVERSITAS MUHAMMADIYAH' is written along the top edge, 'MAKASSAR' is in the center, and 'LEMBAGA PERPUSTAKAAN DAN PENERBITAN' is along the bottom edge.

### APPENDIX 3

#### The Instrument of Posttest

Post- test

##### “THREE FISH”

Three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. ‘This pond is full of fish’, they told each other excitedly. ‘We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!’ So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, ‘Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!’ The second of the three fish agreed. ‘You are right’, he said. ‘We must leave the pond.’

But the youngest fish laughed. ‘You are worrying without reason’, he said. ‘We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere - my luck will keep me safe’.

.....

Answer the question below!

1. Continue the story above!
2. Find out the main ideas of each paragraph?
3. What the conclusion from the story above?
4. What is the resolution of the story?



## Students' answer posttest

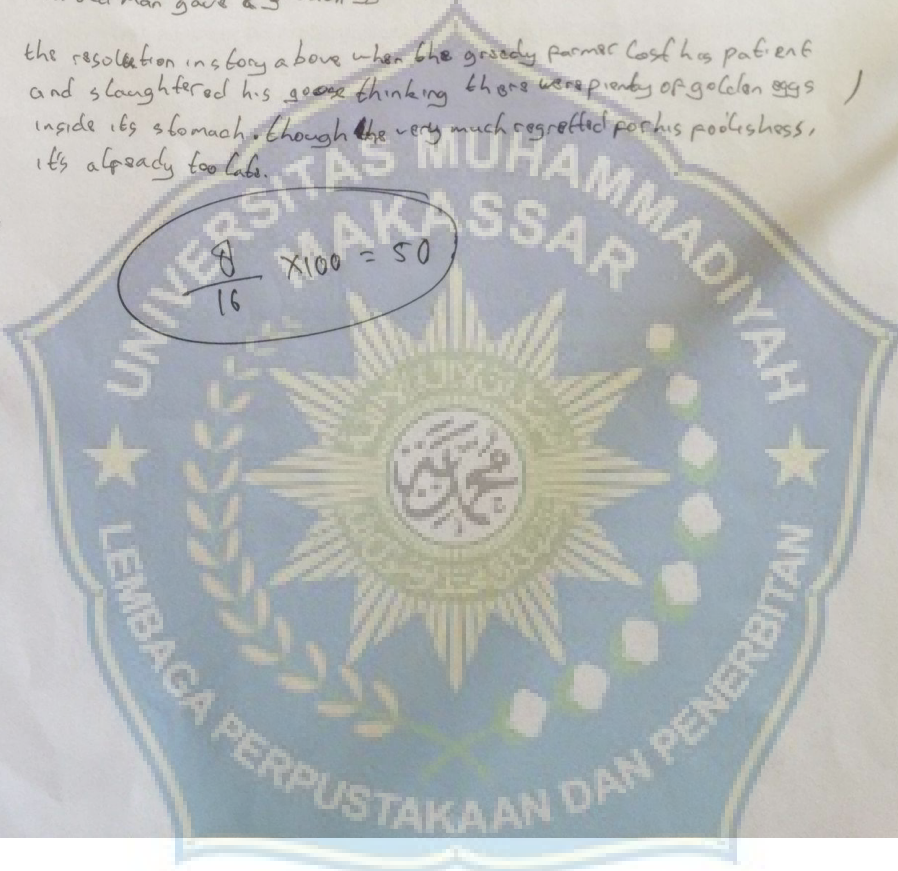
1. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach ~~to satisfy his taste~~ }  
- it's already too game

2. - first paragraph: a poor farmer lost his entire livestock to a poach }  
- second paragraph: the farmer found a golden egg }  
- third paragraph: the farmer ~~found~~ became lazy, arrogant and spend thrift

3. the old man gave a golden egg 1

4. the resolution in story above when the greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. though he very much regretted for his foolishness, it's already too late.

$\frac{8}{16} \times 100 = 50$



## APPENDIX 4

### Research material (narrative text)

#### Meeting 1

##### True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger. Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

Translate Indonesia

##### Teman Sejati

Pada suatu hari di masa lalu, ada dua orang berteman dekat yang berjalan melewati hutan bersama-sama. Mereka tahu bahwa di hutan bisa saja terjadi sesuatu yang berbahaya setiap saat. Oleh karena itu, dari awal mereka saling berjanji bahwa mereka akan selalu bersama-sama meski dalam keadaan bahaya sekalipun. Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat ke arah mereka. Kemudian seketika salah satu dari mereka memanjat pohon terdekat.

Tetapi sayangnya teman yang satu lagi tidak tahu bagaimana caranya memanjat pohon. Jadi dia hanya terdorong oleh akal sehatnya, kemudian ia berbaring di tanah, menahan nafasnya, dan berpura-pura menjadi orang yang sudah mati. Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut. Beruang itu pun mencium-cium telinganya, dan perlahan-lahan meninggalkan tempat tersebut karena beruang tidak mau menyentuh makhluk yang sudah mati.

Setelah itu, temannya yang di pohon turun ke bawah dan bertanya kepada temannya yang berbaring di tanah itu, “Teman, apa yang beruang bisikkan ke telingamu?”, si temannya itu menjawab, “Tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu”.

## **Meeting 2**

### **Snow White**

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. One day she heard her 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 did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. 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.” One of the dwarfs said, “If you wish, you may live here with us.” Snow White said, “Oh could I? Thank you.” Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

Terjemahan Indonesia

### **Putri Salju**

Dahulu kala hiduplah seorang gadis kecil bernama Putri Salju. Dia tinggal bersama Bibi dan Pamannya karena orang tuanya sudah meninggal. Suatu hari dia mendengar Paman dan Bibinya berbicara tentang meninggalkan Putri Salju di kastil karena mereka berdua ingin pergi ke Amerika dan mereka tidak punya cukup uang untuk membawa Putri Salju.

Putri Salju tidak ingin Paman dan Bibinya melakukan ini jadi dia memutuskan akan lebih baik jika dia melarikan diri. Keesokan paginya dia lari dari rumah ketika Bibi dan Pamannya sedang sarapan. Dia lari ke hutan. Kemudian dia melihat pondok kecil ini. Dia mengetuk tetapi tidak ada yang

menjawab jadi dia masuk ke dalam dan tertidur. Sementara itu, ketujuh kurcaci itu pulang kerja. Mereka masuk ke dalam.

Di sana mereka menemukan Putri Salju sedang tidur. Kemudian Putri Salju terbangun. Dia melihat para kurcaci. Para kurcaci berkata, "siapa namamu?" Putri Salju berkata, "Nama saya Putri Salju." Salah satu kurcaci berkata, "Jika Anda mau, Anda boleh tinggal di sini bersama kami." Putri Salju berkata, "Oh, bisakah? Terima kasih." Kemudian Putri Salju memberi tahu para kurcaci seluruh cerita dan 7 kurcaci hidup bahagia selamanya.

### **Meeting 3**

#### **Fox and a Cat**

One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs," she said.

"I know only one trick to get away from dogs," said the cat. "You should teach me some of yours!"

"Well, maybe someday, when I have the time, I may teach you a few of the simpler ones", replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. "This is the trick I told you about, the only one I know", said the cat. "Which one of your hundred tricks are you going to use?"

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

**Moral:** A single plan that works is better than a hundred doubtful plans.

#### **Rubah dan Seekor Kucing**

Suatu hari, kucing dan rubah sedang mengobrol dengan asiknya. Rubah adalah makhluk yang sombong, membual tentang betapa pintarnya dia. "Kenapa, setidaknya aku tahu seratus trik untuk menjauhi musuh kita bersama, anjing", katanya.

“Saya hanya tahu satu trik untuk menjauh dari anjing”, kata si kucing. “Kamu harus mengajarku beberapa trik mu!”.

“Baiklah, mungkin suatu hari nanti, ketika aku punya waktu, aku bisa mengajarku beberapa trik yang sederhana”, jawab si rubah dengan santai.

Sesaat kemudian, mereka mendengar gonggongan sekawanan anjing dari kejauhan, gonggongan tersebut semakin keras, anjing pun datang menuju ke arah mereka! Seketika si kucing berlari ke pohon yang paling dekat dan kemudian naik ke cabang-cabangnya, dan di luar jangkauan anjing. “Ini adalah trik yang aku katakan tadi, satu-satunya yang aku tahu”, kata si kucing. “Mana salah satu dari seratus trikmu yang akan kamu gunakan?”.

Rubah pun duduk diam di bawah pohon, membayangkan trik apa yang harus dia lakukan. Sebelum dia bisa mengambil keputusan, kemudian anjing tiba dan menyergap rubah serta mencabik-cabiknya.

**Pesan Moral:** Satu rencana yang dilakukan akan lebih baik daripada seratus rencana yang masih diragukan.

#### Meeting 4

##### The Fox and The Grapes

One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. “Just the thing to quench my thirst,” quoted the fox. Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran, and tried to reach them but he still failed.

Finally, giving up, the fox turned up his nose and said, “They’re probably sour anyway,” and proceeded to walk away.

**Moral Value:** it’s easy to despise what you cannot have.

##### Rubah dan Anggur

Suatu sore hari, ada seekor rubah yang sedang berjalan melewati hutan dan melihat sekelompok anggur tergantung di cabang yang tinggi. “Hanya ini yang bisa memuaskan dahaga saya”, kata si rubah. Kemudian mundur beberapa langkah, rubah tersebut melompat tapi sayangnya dia gagal mendapatkan buah

anggur yang menggantung tersebut. Sekali lagi rubah mundur beberapa langkah, berlari, dan mencoba untuk menjangkaunya tapi dia masih gagal.

Akhirnya, menyerah, rubah menunjuk hidungnya dan berkata, “Mereka mungkin asam”, dan kemudian pergi.

**Nilai Moral:** Mudahnya membenci apa yang tidak bisa kamu miliki.



**APPENDIX 5**  
**DATA ANALYSIS**

1. LIST SAMPLE AND CODE STUDENTS

| No  | Name                      | Code   |
|-----|---------------------------|--------|
| 1.  | Febriyanto Pratama        | S – 1  |
| 2.  | Geulis A.R                | S – 2  |
| 3.  | Fatimah Reski Chalisa     | S – 3  |
| 4.  | Nurul fadila Mubakkira    | S – 4  |
| 5.  | Syahiarni                 | S – 5  |
| 6.  | Nurul Azizah              | S – 6  |
| 7.  | Muh. Syahrin              | S – 7  |
| 8.  | Naufal                    | S – 8  |
| 9.  | Nurandira Malatama        | S – 9  |
| 10. | Rahman                    | S – 10 |
| 11. | Aribuha Rusli             | S – 11 |
| 12. | Miranda Rachel Tangdilawa | S – 12 |
| 13. | St Alya Rahman            | S – 13 |
| 14. | Nurul Immi                | S – 14 |
| 15. | Andi Mutia Salsabilah     | S – 15 |
| 16. | Najwa Nurul Salsabilah    | S – 16 |
| 17. | Riska                     | S – 17 |
| 18. | Adhelia Cantika           | S – 18 |
| 19. | Miftahul Janna            | S – 19 |

|     |                    |        |
|-----|--------------------|--------|
| 20. | Tri Utami          | S – 20 |
| 21. | Dewi Arinda        | S- 21  |
| 22. | Bela Adelia Ingrid | S – 22 |
| 23. | Monica Anggraeni   | S – 23 |
| 24. | Lahifatunnisa      | S – 24 |
| 25. | Salsabilla S       | S – 25 |
| 26. | Serli Novianti     | S – 26 |
| 27. | Harmi Wahyuni      | S – 27 |
| 28. | Tenriwati          | S – 28 |
| 29. | Adelia Adesta      | S – 29 |

## 2. STUDENTS' READING COMPREHENSION DATA SCORE

| No  | Sample | Pre-test | Post- test |
|-----|--------|----------|------------|
| 1.  | S – 1  | 50       | 75         |
| 2.  | S – 2  | 43       | 68         |
| 3.  | S – 3  | 56       | 81         |
| 4.  | S – 4  | 37       | 68         |
| 5.  | S – 5  | 31       | 50         |
| 6.  | S – 6  | 31       | 56         |
| 7.  | S – 7  | 50       | 75         |
| 8.  | S – 8  | 25       | 50         |
| 9.  | S – 9  | 75       | 100        |
| 10. | S – 10 | 50       | 81         |



|     |        |    |     |
|-----|--------|----|-----|
| 11. | S – 11 | 37 | 68  |
| 12. | S – 12 | 68 | 100 |
| 13. | S – 13 | 56 | 87  |
| 14. | S – 14 | 62 | 93  |
| 15. | S – 15 | 43 | 81  |
| 16. | S – 16 | 37 | 75  |
| 17. | S – 17 | 25 | 68  |
| 18. | S – 18 | 43 | 75  |
| 19. | S – 19 | 50 | 93  |
| 20. | S – 20 | 31 | 68  |
| 21. | S- 21  | 31 | 75  |
| 22. | S – 22 | 37 | 81  |
| 23. | S – 23 | 43 | 93  |
| 24. | S – 24 | 25 | 68  |
| 25. | S – 25 | 31 | 50  |
| 26. | S – 26 | 56 | 93  |
| 27. | S – 27 | 50 | 81  |
| 28. | S – 28 | 43 | 87  |
| 29. | S – 29 | 75 | 100 |

### 3. STUDENTS' READING COMPREHENSION SCORES DATA EACH INDICATOR.

#### 1. PRETEST

Data table of students' reading comprehension scores on interpretive indicator (main idea and conclusion) and creative indicator (make a resolution)

| No  | Sample | Interpretive Question number |       | Grade | Creative Question number |       | Grade |
|-----|--------|------------------------------|-------|-------|--------------------------|-------|-------|
|     |        | ( 2 )                        | ( 3 ) |       | ( 1 )                    | ( 4 ) |       |
| 1.  | S - 1  | 3                            | 1     | 50    | 2                        | 2     | 50    |
| 2.  | S - 2  | 2                            | 2     | 50    | 1                        | 2     | 37    |
| 3.  | S - 3  | 3                            | 2     | 62    | 2                        | 2     | 50    |
| 4.  | S - 4  | 2                            | 1     | 37    | 2                        | 1     | 37    |
| 5.  | S - 5  | 3                            | 1     | 50    | 1                        | 1     | 25    |
| 6.  | S - 6  | 2                            | 1     | 37    | 2                        | 1     | 37    |
| 7.  | S - 7  | 2                            | 2     | 50    | 2                        | 2     | 50    |
| 8.  | S - 8  | 1                            | 1     | 25    | 1                        | 1     | 25    |
| 9.  | S - 9  | 2                            | 3     | 62    | 3                        | 3     | 75    |
| 10. | S - 10 | 3                            | 1     | 50    | 2                        | 2     | 50    |
| 11. | S - 11 | 2                            | 2     | 50    | 1                        | 1     | 25    |
| 12. | S - 12 | 3                            | 3     | 75    | 2                        | 3     | 62    |
| 13. | S - 13 | 2                            | 2     | 50    | 3                        | 2     | 62    |
| 14. | S - 14 | 3                            | 2     | 62    | 2                        | 3     | 62    |
| 15. | S - 15 | 1                            | 1     | 25    | 3                        | 2     | 62    |
| 16. | S - 16 | 2                            | 2     | 50    | 1                        | 1     | 25    |
| 17. | S - 17 | 1                            | 1     | 25    | 1                        | 1     | 25    |

|     |        |   |   |    |   |   |    |
|-----|--------|---|---|----|---|---|----|
| 18. | S – 18 | 2 | 2 | 50 | 2 | 1 | 37 |
| 19. | S – 19 | 2 | 1 | 37 | 3 | 2 | 62 |
| 20. | S – 20 | 2 | 1 | 37 | 1 | 1 | 25 |
| 21. | S- 21  | 2 | 1 | 37 | 1 | 1 | 25 |
| 22. | S – 22 | 1 | 2 | 37 | 1 | 2 | 37 |
| 23. | S – 23 | 3 | 1 | 50 | 2 | 1 | 37 |
| 24. | S – 24 | 1 | 1 | 25 | 1 | 1 | 25 |
| 25. | S – 25 | 1 | 1 | 25 | 2 | 1 | 37 |
| 26. | S – 26 | 3 | 2 | 62 | 2 | 2 | 50 |
| 27. | S – 27 | 2 | 2 | 50 | 2 | 2 | 50 |
| 28. | S – 28 | 2 | 2 | 50 | 1 | 2 | 37 |
| 29. | S – 29 | 3 | 3 | 75 | 2 | 3 | 62 |

## 2. POST TEST

Data table of students' reading comprehension scores on interpretive indicator (main idea and conclusion) and creative indicator (make a resolution)

| No | Sample | Interpretive<br>Question number |       | Grade | Creative<br>Question number |       | Grade |
|----|--------|---------------------------------|-------|-------|-----------------------------|-------|-------|
|    |        | ( 2 )                           | ( 3 ) |       | ( 1 )                       | ( 4 ) |       |
| 1. | S – 1  | 3                               | 3     | 75    | 3                           | 3     | 75    |
| 2. | S – 2  | 4                               | 3     | 87    | 2                           | 2     | 50    |
| 3. | S – 3  | 4                               | 3     | 87    | 3                           | 3     | 75    |
| 4. | S – 4  | 3                               | 3     | 75    | 2                           | 3     | 62    |
| 5. | S – 5  | 2                               | 2     | 50    | 2                           | 2     | 50    |

|     |        |   |   |     |   |   |     |
|-----|--------|---|---|-----|---|---|-----|
| 6.  | S – 6  | 4 | 1 | 62  | 2 | 2 | 50  |
| 7.  | S – 7  | 4 | 3 | 87  | 2 | 3 | 62  |
| 8.  | S – 8  | 2 | 2 | 50  | 2 | 2 | 50  |
| 9.  | S – 9  | 4 | 4 | 100 | 4 | 4 | 100 |
| 10. | S – 10 | 4 | 2 | 75  | 4 | 3 | 87  |
| 11. | S – 11 | 3 | 3 | 75  | 3 | 2 | 62  |
| 12. | S – 12 | 4 | 4 | 100 | 4 | 4 | 100 |
| 13. | S – 13 | 4 | 3 | 87  | 3 | 4 | 87  |
| 14. | S – 14 | 4 | 4 | 100 | 4 | 3 | 87  |
| 15. | S – 15 | 4 | 3 | 87  | 3 | 3 | 75  |
| 16. | S – 16 | 3 | 3 | 75  | 3 | 3 | 75  |
| 17. | S – 17 | 4 | 2 | 75  | 3 | 2 | 62  |
| 18. | S – 18 | 3 | 3 | 75  | 3 | 3 | 75  |
| 19. | S – 19 | 4 | 4 | 100 | 3 | 4 | 87  |
| 20. | S – 20 | 3 | 2 | 62  | 3 | 3 | 75  |
| 21. | S- 21  | 3 | 3 | 75  | 3 | 3 | 75  |
| 22. | S – 22 | 4 | 3 | 87  | 3 | 3 | 75  |
| 23. | S – 23 | 4 | 3 | 87  | 4 | 4 | 100 |
| 24. | S – 24 | 4 | 3 | 87  | 2 | 2 | 50  |
| 25. | S – 25 | 2 | 2 | 50  | 2 | 2 | 50  |
| 26. | S – 26 | 4 | 4 | 100 | 4 | 3 | 87  |
| 27. | S – 27 | 4 | 3 | 87  | 3 | 3 | 75  |

|     |        |   |   |     |   |   |     |
|-----|--------|---|---|-----|---|---|-----|
| 28. | S – 28 | 4 | 4 | 100 | 3 | 3 | 75  |
| 29. | S – 29 | 4 | 4 | 100 | 4 | 4 | 100 |

#### 4. CLASSIFICATION THE STUDENTS' OF INTERPRETIVE AND CREATIVE COMPREHENSION

##### 1. PRE-TEST

| No  | Sample | Pre-test of Interpretive | Classification | Pre-test of Creative | Classification |
|-----|--------|--------------------------|----------------|----------------------|----------------|
| 1.  | S – 1  | 50                       | Poor           | 50                   | Poor           |
| 2.  | S – 2  | 50                       | Poor           | 37                   | Very poor      |
| 3.  | S – 3  | 62                       | Fair           | 50                   | Poor           |
| 4.  | S – 4  | 37                       | Very poor      | 37                   | Very poor      |
| 5.  | S – 5  | 50                       | Poor           | 25                   | Very poor      |
| 6.  | S – 6  | 37                       | Very poor      | 37                   | Very poor      |
| 7.  | S – 7  | 50                       | Poor           | 50                   | Poor           |
| 8.  | S – 8  | 25                       | Very poor      | 25                   | Very poor      |
| 9.  | S – 9  | 62                       | Fair           | 75                   | Good           |
| 10. | S – 10 | 50                       | Poor           | 50                   | Poor           |
| 11. | S – 11 | 50                       | Poor           | 25                   | Very poor      |
| 12. | S – 12 | 75                       | Good           | 62                   | Fair           |
| 13. | S – 13 | 50                       | Poor           | 62                   | Fair           |
| 14. | S – 14 | 62                       | Fair           | 62                   | Fair           |
| 15. | S – 15 | 25                       | Very poor      | 62                   | Fair           |
| 16. | S – 16 | 50                       | Poor           | 25                   | Very poor      |

|     |        |    |           |    |           |
|-----|--------|----|-----------|----|-----------|
| 17. | S – 17 | 25 | Very poor | 25 | Very poor |
| 18. | S – 18 | 50 | Poor      | 37 | Very poor |
| 19. | S – 19 | 37 | Very poor | 62 | Fair      |
| 20. | S – 20 | 37 | Very poor | 25 | Very poor |
| 21. | S- 21  | 37 | Very poor | 25 | Very poor |
| 22. | S – 22 | 37 | Very poor | 37 | Very poor |
| 23. | S – 23 | 50 | Poor      | 37 | Very poor |
| 24. | S – 24 | 25 | Very poor | 25 | Very poor |
| 25. | S – 25 | 25 | Very poor | 37 | Very poor |
| 26. | S – 26 | 62 | Fair      | 50 | Poor      |
| 27. | S – 27 | 50 | Poor      | 50 | Poor      |
| 28. | S – 28 | 50 | Poor      | 37 | Very poor |
| 29. | S – 29 | 75 | Good      | 62 | fair      |

2. Classification the students' of Interpretive and creative comprehension in POST- TEST.

| No | Sample | Post-test of Interpretive | Classification | Post-test of Creative | Classification |
|----|--------|---------------------------|----------------|-----------------------|----------------|
| 1. | S – 1  | 75                        | Good           | 75                    | Good           |
| 2. | S – 2  | 87                        | Very good      | 50                    | Poor           |
| 3. | S – 3  | 87                        | Very good      | 75                    | Good           |
| 4. | S – 4  | 75                        | Good           | 62                    | Fair           |
| 5. | S – 5  | 50                        | Poor           | 50                    | Poor           |
| 6. | S – 6  | 62                        | Fair           | 50                    | Poor           |

|     |        |     |           |     |           |
|-----|--------|-----|-----------|-----|-----------|
| 7.  | S – 7  | 87  | Very good | 62  | Fair      |
| 8.  | S – 8  | 50  | Poor      | 50  | Poor      |
| 9.  | S – 9  | 100 | Very good | 100 | Very good |
| 10. | S – 10 | 75  | Good      | 87  | Very good |
| 11. | S – 11 | 75  | Good      | 62  | Fair      |
| 12. | S – 12 | 100 | Very good | 100 | Very good |
| 13. | S – 13 | 87  | Very good | 87  | Very good |
| 14. | S – 14 | 100 | Very good | 87  | Very good |
| 15. | S – 15 | 87  | Very poor | 75  | Good      |
| 16. | S – 16 | 75  | Good      | 75  | Good      |
| 17. | S – 17 | 75  | Good      | 62  | Fair      |
| 18. | S – 18 | 75  | Good      | 75  | Good      |
| 19. | S – 19 | 100 | Very good | 87  | Very good |
| 20. | S – 20 | 62  | Fair      | 75  | Good      |
| 21. | S- 21  | 75  | Good      | 75  | Good      |
| 22. | S – 22 | 87  | Very good | 75  | Good      |
| 23. | S – 23 | 87  | Very good | 100 | Very good |
| 24. | S – 24 | 87  | Very poor | 50  | Poor      |
| 25. | S – 25 | 50  | Poor      | 50  | Poor      |
| 26. | S – 26 | 100 | Very good | 87  | Very good |
| 27. | S – 27 | 87  | Very good | 75  | Good      |
| 28. | S – 28 | 100 | Very good | 75  | Good      |

|     |        |     |           |     |           |
|-----|--------|-----|-----------|-----|-----------|
| 29. | S – 29 | 100 | Very good | 100 | Very good |
|-----|--------|-----|-----------|-----|-----------|





**APPENDIX 6.**

**FREQUENCY TABLE**

**a. interpretive**

**Statistics**

|   |         |                            |                             |
|---|---------|----------------------------|-----------------------------|
|   |         | pretest of<br>interpretive | posttest of<br>interpretive |
| N | Valid   | 29                         | 29                          |
|   | Missing | 0                          | 0                           |

**pretest of interpretive**

|          | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|----------|-----------|---------|---------------|-----------------------|
| Valid 25 | 5         | 17.2    | 17.2          | 17.2                  |
| 37       | 6         | 20.7    | 20.7          | 37.9                  |
| 50       | 12        | 41.4    | 41.4          | 79.3                  |
| 62       | 4         | 13.8    | 13.8          | 93.1                  |
| 75       | 2         | 6.9     | 6.9           | 100.0                 |
| Total    | 29        | 100.0   | 100.0         |                       |

**posttest of interpretive**

|          | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|----------|-----------|---------|---------------|-----------------------|
| Valid 50 | 3         | 10.3    | 10.3          | 10.3                  |
| 62       | 2         | 6.9     | 6.9           | 17.2                  |
| 75       | 8         | 27.6    | 27.6          | 44.8                  |
| 87       | 9         | 31.0    | 31.0          | 75.9                  |
| 100      | 7         | 24.1    | 24.1          | 100.0                 |
| Total    | 29        | 100.0   | 100.0         |                       |

**b. creative**

**c. Statistics**

|   |         | pretest of creative | posttest of creative |
|---|---------|---------------------|----------------------|
| N | Valid   | 29                  | 29                   |
|   | Missing | 0                   | 0                    |

**pretest of creative**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 25    | 8         | 27.6    | 27.6          | 27.6               |
|       | 37    | 8         | 27.6    | 27.6          | 55.2               |
|       | 50    | 6         | 20.7    | 20.7          | 75.9               |
|       | 62    | 6         | 20.7    | 20.7          | 96.6               |
|       | 75    | 1         | 3.4     | 3.4           | 100.0              |
|       | Total | 29        | 100.0   | 100.0         |                    |

**posttest of creative**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 50    | 6         | 20.7    | 20.7          | 20.7               |
|       | 62    | 4         | 13.8    | 13.8          | 34.5               |
|       | 75    | 10        | 34.5    | 34.5          | 69.0               |
|       | 87    | 5         | 17.2    | 17.2          | 86.2               |
|       | 100   | 4         | 13.8    | 13.8          | 100.0              |
|       | Total | 29        | 100.0   | 100.0         |                    |

## APPENDIX 7

### T-TEST

#### a. Interpretive

**Paired Samples Statistics**

|        |                          | Mean  | N  | Std. Deviation | Std. Error Mean |
|--------|--------------------------|-------|----|----------------|-----------------|
| Pair 1 | pretest of interpretive  | 46.38 | 29 | 14.123         | 2.623           |
|        | posttest of interpretive | 81.28 | 29 | 15.517         | 2.881           |

**Paired Samples Correlations**

|        |  | N  | Correlation | Sig. |
|--------|--|----|-------------|------|
| Pair 1 | pretest of interpretive & posttest of interpretive | 29 | .564        | .001 |

**Paired Samples Test**

|        |  | Paired Differences |                |                 |   | t       | df     | Sig. (2-tailed) |       |
|--------|--|--------------------|----------------|-----------------|---|---------|--------|-----------------|-------|
|        |  | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |        |                 |       |
|        |  |                    |                |                 | Lower                                     |         |        |                 | Upper |
| Pair 1 | pretest of interpretive - posttest of interpretive | -34.897            | 13.896         | 2.580           | -40.182                                   | -29.611 | 13.524 | 28              | .000  |

#### b. creative

**c. Paired Samples Statistics**

|        |                      | Mean  | N  | Std. Deviation | Std. Error Mean |
|--------|----------------------|-------|----|----------------|-----------------|
| Pair 1 | pretest of creative  | 42.86 | 29 | 15.075         | 2.799           |
|        | posttest of creative | 73.55 | 29 | 16.459         | 3.056           |

**Paired Samples Correlations**

|   | N  | Correlation | Sig. |
|---|----|-------------|------|
| Pair 1 pretest of creative & posttest of creative | 29 | .677        | .000 |

**C. Reading comprehension**

|   | Paired Differences |                |                 |   |         | t      | df | Sig. (2-tailed) |
|---|--------------------|----------------|-----------------|---|---------|--------|----|-----------------|
|   | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |        |    |                 |
|   |                    |                |                 | Lower                                     | Upper   |        |    |                 |
| Pair 1 pretest of creative - posttest of creative | 30.690             | 12.742         | 2.366           | -35.537                                   | -25.843 | 12.970 | 28 | .000            |

**Paired Samples Statistics**

|                 | Mean  | N  | Std. Deviation | Std. Error Mean |
|-----------------|-------|----|----------------|-----------------|
| Pair 1 pre test | 44.52 | 29 | 14.086         | 2.616           |
| post test       | 77.24 | 29 | 14.667         | 2.724           |

**Paired Samples Correlations**

|                             | N  | Correlation | Sig. |
|-----------------------------|----|-------------|------|
| Pair 1 pre test & post test | 29 | .831        | .000 |

**Paired Samples Test**

| Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |       | t | df | Sig. (2-tailed) |
|------|----------------|-----------------|---|-------|---|----|-----------------|
|      |                |                 | Lower                                     | Upper |   |    |                 |
|      |                |                 | -32.724                                   | 8.370 |   |    |                 |

**APPENDIX 8**  
**T-TABLE**

| dk       | $\alpha$ untuk Uji Satu Pihak ( <i>one tail test</i> ) |       |       |        |        |        |
|----------|--|-------|-------|--------|--------|--------|
|          | 0,25   | 0,10  | 0,05  | 0,025  | 0,01   | 0,005  |
|          | $\alpha$ untuk Uji Dua Pihak ( <i>two tail test</i> )  |       |       |        |        |        |
|          | 0,50   | 0,20  | 0,10  | 0,05   | 0,02   | 0,01   |
| 1        | 1,000  | 3,078 | 6,314 | 12,706 | 31,821 | 63,657 |
| 2        | 0,816  | 1,886 | 2,920 | 4,303  | 6,965  | 9,925  |
| 3        | 0,765  | 1,638 | 2,353 | 3,182  | 4,541  | 5,841  |
| 4        | 0,741  | 1,533 | 2,132 | 2,776  | 3,747  | 4,604  |
| 5        | 0,727  | 1,476 | 2,015 | 2,571  | 3,365  | 4,032  |
| 6        | 0,718  | 1,440 | 1,943 | 2,447  | 3,143  | 3,707  |
| 7        | 0,711  | 1,415 | 1,895 | 2,365  | 2,998  | 3,499  |
| 8        | 0,706  | 1,397 | 1,860 | 2,306  | 2,896  | 3,355  |
| 9        | 0,703  | 1,383 | 1,833 | 2,262  | 2,821  | 3,250  |
| 10       | 0,700  | 1,372 | 1,812 | 2,228  | 2,764  | 3,169  |
| 11       | 0,697  | 1,363 | 1,796 | 2,201  | 2,718  | 3,106  |
| 12       | 0,695  | 1,356 | 1,782 | 2,179  | 2,681  | 3,055  |
| 13       | 0,692  | 1,350 | 1,771 | 2,160  | 2,650  | 3,012  |
| 14       | 0,691  | 1,345 | 1,761 | 2,145  | 2,624  | 2,977  |
| 15       | 0,690  | 1,341 | 1,753 | 2,131  | 2,602  | 2,947  |
| 16       | 0,689  | 1,337 | 1,746 | 2,120  | 2,583  | 2,921  |
| 17       | 0,688  | 1,333 | 1,740 | 2,110  | 2,567  | 2,898  |
| 18       | 0,688  | 1,330 | 1,734 | 2,101  | 2,552  | 2,878  |
| 19       | 0,687  | 1,328 | 1,729 | 2,093  | 2,539  | 2,861  |
| 20       | 0,687  | 1,325 | 1,725 | 2,086  | 2,528  | 2,845  |
| 21       | 0,686  | 1,323 | 1,721 | 2,080  | 2,518  | 2,831  |
| 22       | 0,686  | 1,321 | 1,717 | 2,074  | 2,508  | 2,819  |
| 23       | 0,685  | 1,319 | 1,714 | 2,069  | 2,500  | 2,807  |
| 24       | 0,685  | 1,318 | 1,711 | 2,064  | 2,492  | 2,797  |
| 25       | 0,684  | 1,316 | 1,708 | 2,060  | 2,485  | 2,787  |
| 26       | 0,684  | 1,315 | 1,706 | 2,056  | 2,479  | 2,779  |
| 27       | 0,684  | 1,314 | 1,703 | 2,052  | 2,473  | 2,771  |
| 28       | 0,683  | 1,313 | 1,701 | 2,048  | 2,467  | 2,763  |
| 29       | 0,683  | 1,311 | 1,699 | 2,045  | 2,462  | 2,756  |
| 30       | 0,683  | 1,310 | 1,697 | 2,042  | 2,457  | 2,750  |
| 40       | 0,681  | 1,303 | 1,684 | 2,021  | 2,423  | 2,704  |
| 60       | 0,679  | 1,296 | 1,671 | 2,000  | 2,390  | 2,660  |
| 120      | 0,677  | 1,289 | 1,658 | 1,980  | 2,358  | 2,617  |
| $\infty$ | 0,674  | 1,282 | 1,645 | 1,960  | 2,326  | 2,576  |

## APPENDIX 9 DATA-DATA PENELITIAN

### SURAT KETERANGAN BEBAS PLAGIAT

 MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN  
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Nama : Kartika  
Nim : 105351118147  
Program Studi : Bahasa Inggris  
Dengan nilai

| No. | Bab   | Nilai | Ambang Batas |
|-----|-------|-------|--------------|
| 1   | Bab 1 | 10%   | 10 %         |
| 2   | Bab 2 | 24%   | 25 %         |
| 3   | Bab 3 | 10%   | 15 %         |
| 4   | Bab 4 | 10%   | 10 %         |
| 5   | Bab 5 | 3%    | 10%          |

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1511004301

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Nomor : 12104/FKIP/A.4-II/XII/1444/2022  
Lampiran : 1 (Satu) Lembar  
Perihal : Pengantar Penelitian

Kepada Yang Terhormat  
**Ketua LP3M Unismuh Makassar**  
Di -  
Makassar

*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

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Alamat : Jln. Skarda N

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE USE OF COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE THE STUDENTS READING COMPREHENSION.

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H  
12 Desember 2022 M  
Dekan



Erwin Akib, M.Pd., Ph.D.  
NBM. 860 934

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Hal : Permohonan Izin Penelitian

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19 December 2022 M

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Bapak Gubernur Prov. Sul-Sel  
Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel  
di –  
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Jurusan : **Pendidikan Bahasa Inggris**  
Pekerjaan : **Mahasiswa**

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

**"The Use Of Collaborative Strategic Reading (CSR) To Improve The Students Reading Comprehension"**

Yang akan dilaksanakan dari tanggal 22 Desember 2022 s/d 22 Februari 2023.

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

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziiraa.

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| 2  | Sampai dengan Kamis, 23-10-22 | Observasi kelas XI & XII        | Kartika           |                    |
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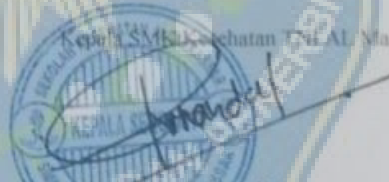
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 F. Rencana SKS : 10 SKS

G. Nama Mahasiswa : KARTIKA  
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 K. Alamat : Jln talasalapang 2  
 L. Nama Penasehat : DR. HJ. ILMIAH, S.PD., M.PD.

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**Teaching and learning process**





## CURRICULUM VITAE



**KARTIKA** is a student of the English Education Department at Universitas Muhammadiyah Makassar. She was born on January 22, 1998 in Malaysia. She is the second child. She has 1 sister Setti Nurmala Susanti and 1 brother Muh. Sulfikar. In 2004, she started attending elementary school at SDN 32 Cece. Next she continued her junior high school at SMPN 1 Alla and graduated in 2013. Then she continued to high school at SMK Kesehatan TNI AL Makassar and graduated in 2016. In 2017 she was accepted at Universitas Muhammadiyah Makassar as a student of the English Education Department, Faculty of Teacher Training and Education. At the end of her study, she was able to complete her thesis in 2023 with the title “The Use of Collaborative Strategy Reading (CSR) to Improve Students Reading Comprehension”