

**ENHANCING THE STUDENTS' VOCABULARY MASTERY  
THROUGH READING DESCRIPTIVE TEXT BY USING  
COLLABORATIVE STRATEGIC READING AT EIGHTH  
GRADE IN SMPN 1 TINGGIMONCONG GOWA**



***A THESIS***

***Submitted to the Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar in Partial Fulfillment of  
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## ABSTRACT

**EviSetyaFahrina, 2018.** *Enhancing the Students' Vocabulary Mastery through Reading Descriptive Text by Using Collaborative Strategic Reading at Eighth Grade in SMPN 1 Tinggimoncong, Gowa.* Thesis. Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Guided by Erwin Akib and HerlinaDaddi.

This research aims to find out whether or not the use of Collaborative Strategic Reading can enhance the students' vocabulary through reading in eighth grade in SMPN 1 Tinggimoncong, Gowa.

This research applied a Pre-experimental research with one group Pre-test and Post-test design which consisted of six meeting include the treatments. The pre-test was given before giving the treatment. In giving treatment, the researcher used Collaborative Strategic Reading to teach vocabulary to the students. While post-test was given after giving the treatment.

The population of the research was the eighth grade in SMPN 1 Tinggimoncong, Gowa. The sample was taking by purposive sampling technique, that was class VIII.1 which consisted of 19 students.

The result of this research indicated that the students enhance their vocabulary mastery. It supported by the students' mean score in pre-test was 22,11 become 40 in post-test, and the t-test value was higher than the t-table value ( $6,60 > 1,734$ ) with level of significance  $p=0,05$  and degree of freedom  $df=18$ . Then the students' enhancement of their vocabulary was 80,91%.

**Key Words:** Vocabulary, Collaborative Strategic Reading (CSR), Reading Comprehension, Descriptive Text, Pre-Experimental Research.

## ABSTRAK

**EviSetyaFahrina, 2018.***Meningkatkan Penguasaan Kosakata Siswa melalui Membaca Teks Deskriptif dengan Menggunakan Collaborative Strategic Reading di Kelas VIII di SMPN 1 Tinggimoncong, Gowa.* Skripsi. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan HerlinaDaddi.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Collaborative Strategic Reading tidak atau dapat meningkatkan kosakata siswa melalui membaca di kelas delapan di SMPN 1 Tinggimoncong, Gowa.

Penelitian ini menerapkan penelitian Pra-eksperimental dengan desain satu kelompok Pra-tes dan Post-test yang terdiri dari enam pertemuan termasuk pemberian materi. Pra-tes diberikan sebelum memberikan materi. Dalam memberikan materi, peneliti menggunakan Collaborative Strategic Reading untuk mengajarkan kosakata kepada siswa. Sedangkan post-test diberikan setelah memberikan materi.

Populasi penelitian adalah siswa kelas VIII SMPN 1 Tinggimoncong, Gowa. Pengambilan sampel dengan teknik purposive sampling, yaitu kelas VIII.1 yang terdiri dari 19 siswa.

Hasil penelitian ini menunjukkan bahwa siswa meningkatkan penguasaan kosakata mereka. Hal ini didukung oleh nilai rata-rata siswa pada pre-test adalah 22,11 menjadi 40 pada post-test, dan nilai t-test lebih tinggi dari nilai t-tabel ( $6,60 > 1,734$ ) dengan tingkat signifikansi  $p = 0,05$  dan derajat kebebasan  $df = 18$ . Kemudian peningkatan kosa kata siswa adalah 80,91%.

**Kata Kunci:** Kosakata, Collaborative Strategic Reading (CSR), Pemahaman Membaca, Teks Deskriptif, Penelitian Pra-Eksperimental.

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# CHAPTER I

## INTRODUCTION

### A. Background

Language is a very important thing for the world community. Language is used to communicate and interact with others. Each country of course have different languages in communicating. In Indonesia, the people use the Indonesian language as the first language to communicate that have gained since child from family, friends, school, or the environment. According to Wibowo (2001:3) in Scoolash, language is a system of symbols that are meaningful and articulate sound (generated by said tool) which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts.

When getting older, every person will find out about other languages which get it in school, one of them is English as a foreign language or as a second language. English is very important in interaction or communication that internationally, because English is an international language. In this modern era, many people learn English as a foreign language for various purposes, such as English teachers, economics, tourism, and others which need English language skills.

One of the most important in learning English is vocabulary. The people have to master a lot of vocabulary to be able to communicate well by using English. According to Hornby (1995, cited in Asyiah 2017), vocabulary

is a total number of words which (with roles for combining them) make up a language. This definition tells us not only the number of words one knows but also the rules for combining the words to make up a language. It means that vocabulary covers knowing the meaning of words and their uses in context. From the definition above, vocabulary can be concluded as a list or sum of words or term or codes that people know and use in particular language.

If only master a limited vocabulary in English, of course in communicating will only speak in a limited, even just be able to make or say a simple sentence. While mastering a lot of vocabulary, of course, will facilitate in communicating by using English because it will be easier to say what you want to say. Every person also certainly will more easily understand what is said by others while being in communication and other things that use English. So, in learning English, students have to master a lot of vocabulary to be able to express their ideas easily or say what they want to say in communicating using English. And by mastering a lot of vocabulary, students will be able to improve their English language skills, such as listening, speaking, reading, and writing.

Vocabulary is inseparable from reading which is one of the English language skills. Reading is one of skills in learning English that must be mastered like any other skills (listening, speaking, writing). Why is vocabulary related to reading skill? Because through reading activity, students will get a lot of vocabulary from what they read and if there is a word that they do not know the meaning, they will certainly find out and will be a list of new vocabulary that they know. Reading books, magazine,

newspaper, and literary works in English can help learners to increase their mastery in vocabulary. Harris and Sipay (1981) state that reading is mainly concerned with learning to recognize the printed symbols, which present speech, and to respond intellectually and emotionally.

In this study, the researcher chooses to use Collaborative Strategic Reading to improve students' vocabulary mastery. This method can build students' independence in learning. By using this method, the students also can study independently, because this method emphasizes students' independence in learning.

## **B. Research Question**

Based on the background above, the writer formulates the research question as follows:

Is there any enhancement of students' vocabulary mastery by using Collaborative Strategic Reading?

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

The objective of the study is about the enhancement of the students' vocabulary mastery by using Collaborative Strategic Reading. The aims of this study is to answer the research question as follows:

Whether or not there is any enhancement of students' vocabulary mastery by using Collaborative Strategic Reading.



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

1. It becomes an information and reference on using Collaborative Strategic Reading in learning, especially in learning vocabulary.
2. This study is expected to be useful especially for enhancing the students' vocabulary mastery.

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

This study focuses on enhancing the students' vocabulary mastery in learning process by using Collaborative Strategic Reading. The vocabularies will be find by reading descriptive text and the data are collected by observation in learning process.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Studies

Denissa Femi Primula (2016) on her research entitled "*The Effectiveness of Collaborative Strategic Reading (CSR) in Improving Students' Reading Comprehension in Narrative Text*" stated that there were significant difference between pre-test and post-test result. It means that there were improvement in students' reading comprehension. The improvement included the students' vocabulary and reading skill.

Indah Pratiwi (2013) on her research entitled "*Improving Students' Reading Comprehension through Collaborative Strategic Reading (CSR) Method*" stated that by using Collaborative Strategic Reading method can improve the students' reading comprehension about 35,56% and make the students active in learning process about 25,67%.

Hardiati (2014) on her research entitled "*The Influence of Using Picture Dictionary through Inside-Outside-Circle (IOC) Method to the Students' Vocabulary*" concluded that using picture dictionary through Inside-Outside-Circle can improve the students' vocabulary in term noun and verb with the mean score of pre-test was 57,04 and post-test was 63,76.

A. EkaSafitri H (2013) on her research entitled "*Improving the Students' Vocabulary in Reading by Using Spoof Text*" concluded that by using spoof text can improve the students' vocabulary in terms the meaning, synonym and antonym words of the students' vocabulary in reading.

Based on the previous related studies above, the researcher can find the similarities and the differences about the study. The first and the second previous study has same method with the researchers' study, that is using Collaborative Strategic Reading. However, it has different aim of the study with the researchers' study, which the previous study is to improving the students' reading comprehension. While the researchers' study is to enhancing the students' vocabulary mastery.

The third and the fourth previous studies have different method in teaching of the study, but both previous studies have same aims with the researchers' study, which is to improve the students' vocabulary through reading by using own methods.

## **B. Some Pertinent Ideas**

In this chapter about review of related literature, there are several theories as follows, the first is about what is vocabulary because vocabulary is one of the important things in English to have communication as well by using English. A communication couldn't run well without mastering vocabularies in English. The second is about what is reading skill because reading is one of skills in English and closely related to vocabulary, because through reading students could know some vocabularies through what they have read. The third is about Collaborative Strategic Reading which is one of teaching methods about reading skill and writer uses Collaborative Strategic Reading as a method of teaching to improve students' vocabulary mastery through reading descriptive text.

### **1. The Concept of Vocabulary**

### **a. Definition of Vocabulary**

Vocabulary is one of the important things in English that has an important role in the run of communication as well in English. By mastering a lot of vocabularies, of course students can easily express their idea or the things that want to say. Mofareh Alqahtani (2015) states that Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.

Vocabulary is an important aspect in teaching language, as stated by Burns (1972, cited in Alqahtani 2015) that vocabulary as the stock of words which is used by a person, class, or profession. Sometimes, it's difficult to determine the words that students related to vocabularies such as: meaning, spoken/written forms, collocations, connotations, grammatical behaviour, etc. (Linse, 2005). While Hatch and Brown (1995, cited in Ayu Nita Lestari 2015) define that vocabulary as a list of words for a particular language or a set of words that individual speakers of language might use.

Judy K. Montgomery on her book entitled *The Bridge of Vocabulary: Evidence Based Activities for Academic Success* divides vocabulary into 4 parts as follows:

- 1) Listening Vocabulary (The words we hear and understand)
- 2) Speaking Vocabulary (The words we use when we speak)
- 3) Reading Vocabulary (The words we understand when we read a text)

- 4) Writing Vocabulary (The words we can retrieve when we write to express ourselves)

## **b. Types of Vocabulary**

According to Hatch and Brown (1995, cited in Alqahtani 2015), there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

### 1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text, but do not use it in speaking and writing.

### 2) Productive Vocabulary

Productive vocabulary is words that learners understand and can pronounce correctly and use constructively in speaking and writing. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

## **c. Kinds of Vocabulary**

There are some kinds of vocabulary as follows:

### 1) Noun

It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea.

Example: a) It is a magazine.

b) There is an umbrella.

## **2) Verb**

It is the word which expresses an action or a help to make a statement.

Example: a) Mr. Herman is teaching Mathematic.

b) The students are playing football.

## **3) Adjective**

It is the word used to qualify noun or pronoun.

Example: a) Mr. Herman is clever.

b) This magazine is expensive.

## **4) Adverb**

It is a word used for qualifying the meaning of verb, adjective, or another adverb.

Example: a) Mrs. Nurul is teaching in the classroom.

b) I go to campus at nine o'clock.

### **5) Conjunction**

It is a word used to relate one word to another one, or one sentence to another one.

Example: a) I have to called him before I go.

b) Irma and I are student at untirta.

### **6) Pronoun**

It is the word which can take the place of a noun.

Example: a) They are my lecture.

b) He goes to office

### **7) Interjection**

It is a word put into a sentence to express a sudden feeling of mind or emotion.

Example: a) Hurrah! I am the winner.

b) Oh my god, I can't believe it's real.

### **d. The Role of Vocabulary in Language Skill (Reading, Speaking, Listening, and Writing)**

Paribakht and Wesche (1997, cited in Yilmaz 2015) argue that contextualized vocabulary learning through reading is effective, but that reading plus instruction is superior. By having vocabulary mastery, we can identify the meaning of certain difficult words of phrases and

sentences. In addition, some words have implicit and explicit meaning depending on the author's perception. We can select a word among others to fit on the context. The implicit meaning of certain words need a reader's creative thinking skill to be able to gain all of meaning.

Salam (2008, cited in Darmansyah 2013) states as follows:

- 1) Vocabulary is a very important language component in reading comprehension. A reader will not be able to decide all the messages written in the text successfully.
- 2) To developing writing skill is relevant to developing vocabulary mastery. The student can write on a given topic depend on their vocabulary mastery.

Besides that, developing speaking and listening skill are also relevant to the vocabulary mastery. Then a listener can comprehend the speech well as long as he knows the meaning of words she/he hear. In English classroom, the teachers usually develop the students vocabulary mastery of speaking skill by trying to speak English. In this case, the students will be motivated to imitate their teacher. This also happens in developing writing and listening skill.

#### **e. The Principles of Teaching and Learning Vocabulary**

There are some principles in teaching and learning vocabulary as follows: aims, need, situation presentation, meaningful presentation,



presenting in context, inference (guessing) procedure in vocabulary learning, technique in teaching and learning vocabulary.

Wallace (1989, cited in Hardiati 2014) indicates six principles of teaching and learning vocabulary as follows:

**1) Aim**

The teacher has to be clear about his or her aims: how many of the things listed does the teacher expect the learner to be able to do and which word.

**2) Quantity**

The teacher may have to decide on the number of vocabulary items to be learnt. Many words in a lesson can students learn, but if there are too many words, the students may become confused, discouraged, and frustrated.

**3) Need**

The teacher may have to choose the vocabulary that will be taught on the students. The students are put in a situation where they have to communicate and get the words they need it.

**4) Frequent Exposure and Repetition**

It is seldom, however, that we remember a new word simply by hearing at the first time. Michael J. Wallace says that there has to be a certain amount of repetition until there is evidence that the student has learned the target word.

## **f. Techniques in Teaching Vocabulary**

Regarding the importance of vocabulary expansion in the students' studies, the English teacher should know some effective ways to teach vocabulary. The students should be active and should participate in every exercise during the class hour.

According to Ruth Gairns and Stuart Redman (1986, in Hardiati), there are many techniques of vocabulary teaching. They are:

### **1) Mime and Gesture**

In this technique, a teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock and so on. In using command, the teacher can give command such as open the window; open your book, etc. Another example is teaching part of body, the teacher can give command such as raise your hand, put your left hand on your head, etc.

### **2) Visual Aids**

In this technique, the teacher can use pictures, photographs, flashcards, and blackboard. One of the visual aids is blackboard. It is a writing the words and their meaning on the blackboard but there are undersized results. Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the

students' handmade. Pictures can be used to explain the meaning of vocabulary items. The meaning of vocabulary is received in the students' mind before they are given the English word because they can understand it from the picture which drawn.

### **3) Verbal Explanation**

In this technique, the teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. The teacher can explain the synonym, antonym and definition of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching learning process.

### **4) Contextual Guesswork**

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.

## **2. Concept of Reading Comprehension**

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

There are three basic definitions of reading, first is reading means learning to pronounce words. When we read something, we will study about the words and how to pronounce it to make someone understand about the reading. Second, reading is learning to identify words and get

their meaning. Of course, we read something to want to know the meaning of what we read. Third, reading means learning to bring meaning to a text in order to get a meaning from the text.

Reading comprehension as a term to identify those skills needed to understand and apply that information contained within written material. Some of people had formulated definition of reading comprehension below are various definition of reading comprehension. Hornby (1998, cited in Pratiwi 2013) states that reading comprehension is not just reading with a loudly voice, but reading established to understand the meaning of words, sentences, and paragraph sense relationship among the ideas.

Reading comprehension is an active thinking process which not only depends on comprehension skills the state. Kustaryo (1988, in Rustan 2010 ) defines that reading comprehension is understanding what has been read, it is an active thinking process that not only depends on comprehension, involves understanding the vocabulary, seeing the relationship among words and concepts, organizing, ideas, recognizing authors' purpose, making judgement, and evaluating.

Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print, reading comprehension refers to reading with comprehension. Thus reading comprehension is reading by comprehension the meaning of passage or what is or has been read. One

who reads something by understanding, it can be said that he/she does a reading comprehension. The reading process can be conceived as an interaction between the writer and the reader.

Based on the some definition above, it can be concluded that reading comprehension is the process of constructing meaning from text. Reading comprehension involves the reader and the writer, it will be make sense for the reader, so that the text will save in the readers' long term memory. It also involves the background knowledge of the reader that will help them to comprehend the text.

## **b. The Kinds of Reading**

There are four kinds of reading, such as skimming, scanning, extensive, and intensive.

### **1) Skimming**

Skimming is looking over something very quickly, just to get an idea of what the entire piece is about.

### **2) Scanning**

Scanning is similar to skimming, but it is looking for something particular in the reading.

### **3) Extensive Reading**

Extensive reading is reading long pieces either for pleasure or information, such as novels.

#### **4) Intensive Reading**

Intensive reading is reading shorter pieces, such as articles in a magazine or newspaper or your favourite recipe.

From the explanation above, it can be concluded that the reader can get information from written text by knowing the kinds of the reading text first, because every kind of reading has a different way to get meaning from the text.

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

Collaborative Strategic Reading (CSR) is a research-based instructional practice in teaching reading comprehension to students to enhance content area learning. CSR teaches students reading comprehension while working in small cooperative groups. It is mostly used with expository text, but can also be used with narrative text. But in this case, the researcher uses the descriptive text in teaching by using Collaborative Strategic Reading.

#### **a. The Strategies of CSR**

CSR consists of four reading comprehension strategies or steps that are applied before, during, and after reading. CSR strategies or

steps are: (1) preview the text, (2) click and clunk, (3) get the gist, and (4) wrap up.

### **1) Preview the Text (Before Reading)**

Students preview the entire passage before they read each section. The goals of previewing are (a) for students to learn as much about the passage as they can in a brief period of time (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.

Introduce previewing to students by asking them whether they have ever been to the movies and seen previews. Prompt students to tell you what they learn from previews by asking questions like the following:

- a) Do you learn who is going to be in the movie?
- b) Do learn during what historical period the movie will take place?
- c) Do you learn whether or not you might like the movie?
- d) Do you have questions about what more you would like to know about the movie?

When students preview before reading, they should look at headings; words that are bolded or underlined; and pictures, tables, graphs, and other key information to help them do two things: (a) brainstorm what they know about the topic and (b)

predict what they will learn about the topic. Just as in watching a movie preview, students are provided minimal time to generate their ideas and discuss their background knowledge and predictions.

You may teach students the previewing strategy from the beginning of the school year and before they read aloud or silently. Like most of the CSR strategies, you may apply it across the curriculum. By using previewing in different subject areas, students become highly familiar with the strategy and its use. They will also have had opportunities to watch you model and apply the strategy with the class as a whole, making its implementation in small groups easier.

## **2) Click and Clunk (During Reading)**

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: "Click, click, click" – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Clunk" – comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.



Students monitor their understanding and decide if they really understand what they read or not during reading. When students read a passage with understanding, they proceed smoothly through the text. When students find a word, concept, or idea hard to understand, it is a clunk. Clunks break down reading comprehension and make it hard to understand the whole text. In this case, students need to identify the clunks then figure them out using fix-up strategies, written on clunk cards, to understand the text.

Fix-up strategies may include but are not limited to:

- 1) Vocabulary fix-up skills: The student rereads the sentence and looks for clues to understand the meaning of the unknown vocabulary word in the sentence. Also, breaking up the word into its syllables or prefix and suffix to look for smaller words.
- 2) Read-Pause-Reflect: To help students monitor their understanding during reading, allow them to decide to pause at any point to recall the main ideas for each part. If a student does not understand the topic, he/she rereads the section.
- 3) Partner Retell: Students work in pairs in this activity. One student assigned the role of “re-teller” and the other assigned the role of “listener”. The reteller talks about the main idea(s), concepts, and points of the reading while the

other student listens, comments, and ask questions. Then, the teacher randomly calls one of the listeners to share information told by the reteller.

### **3) Get the Gist (During Reading)**

Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned. Students learn to identify the most important idea(s) in the text during reading. This strategy teaches students to use their own words to explain the main ideas of every paragraph or two using a few words to check for understanding.

When you teach students to "get the gist," prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell you in their own words the most important idea about the person, place, or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

### **4) Wrapping Up (After Reading)**

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge,

understanding, and memory of what was read. After reading, students identify the most important ideas from the entire section they have read. They generate questions and answers about the information in the text. Encourage students to create high order thinking questions and write down the most important information in the text.

Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question starters to begin their questions: who, what, when, where, why, and how (the 5 Ws and an H). It is also a good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students really understood what they had read. Other students should try to answer the questions. If a question cannot be answered, that might mean it is not a good question and needs to be clarified.

To review, students write down the most important ideas they learned from the day's reading assignment in their CSR Learning Logs. They then take turns sharing what they learned with the class. Many students can share their best idea in a short period of time, providing the teacher with valuable information about each student's level of understanding

## **b. Cooperative Learning Groups Roles**

### **1) Cooperative Groups**

Students work in small cooperative groups to apply CSR strategies. Thus, they will be assigned roles to perform while using CSR strategies. Teachers train their students to apply the four comprehension strategies of CSR through modeling and classroom activities from the beginning of the year. Students may use cue cards to remind them about the strategies and their roles. When they feel confident implementing CSR strategies and roles, they may stop using cue cards.

## **2) The Students' Roles**

Once students have developed the CSR strategy demonstration skills and understand their roles, they are ready to apply CSR strategies in cooperative groups. The teacher assigns each student a role in his/her group. Roles depend on the number of students in the groups. Possible roles are:

- a) **Leader:** Leads and directs the group during the implementation of CSR with the teacher's assistance, if needed, and keeps the group's members on task.
- b) **Clunk expert:** Uses clunk cards to show the group the fix-up strategies when they try to figure out a clunk.
- c) **Gist Expert:** Guides the group to identify the most important ideas of the passage they are reading.
- d) **Encourager:** Encourages the group members participate in the group's discussion and gives the feedback.

e) Announcer:Calls on the group members to read or share ideas during the activity.

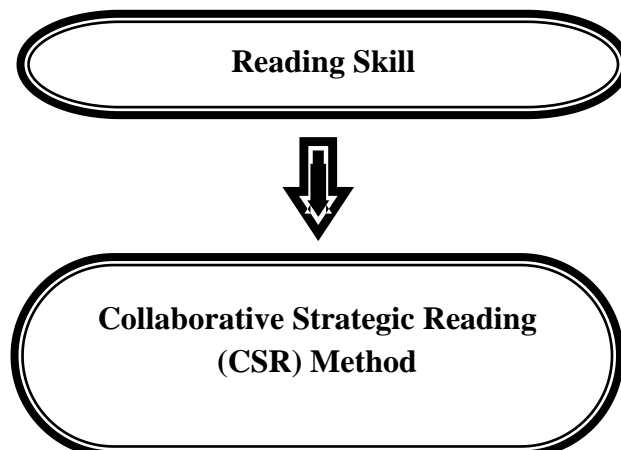
f) Reporter:Share the group’s ideas, answers, and questions during a whole class discussion.

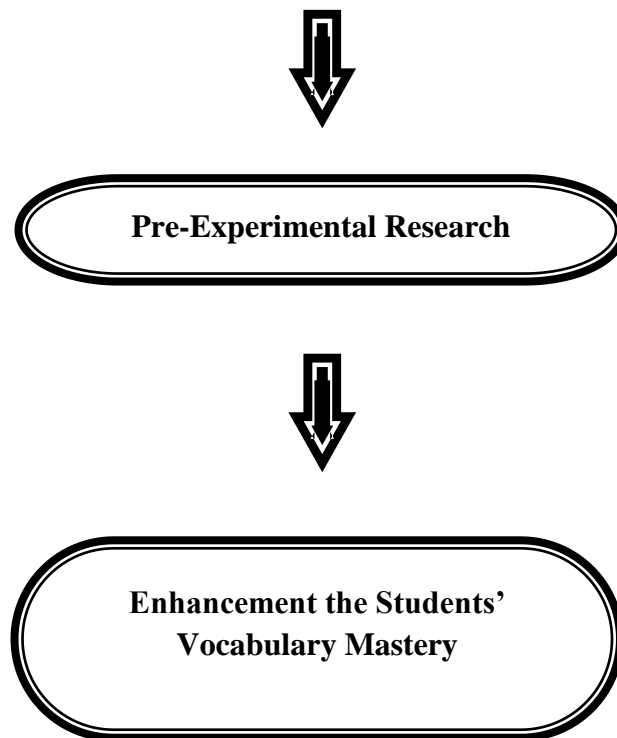
### 3) The Teachers’ Roles

The teacher presents and teaches students the CSR strategy and cooperative grouping from the beginning of the year. When students develop the skills and implement CSR strategies in cooperative groups, the teacher should circulate among the groups to facilitate cooperative learning, provide assistance and support when needed, and clarify any misconceptions.

## C. Conceptual Framework

This conceptual framework is as the part to give explanation about the scheme of this research. It is described by the following diagram.





**Figure 2.1. Conceptual Framework**

In this research, the researcher uses Pre-Experimental Research with one group pre-test and post-test, and Collaborative Strategic Reading method as a strategy to improve the students' vocabulary mastery through reading descriptive text.

#### **D. Research Hypothesis**

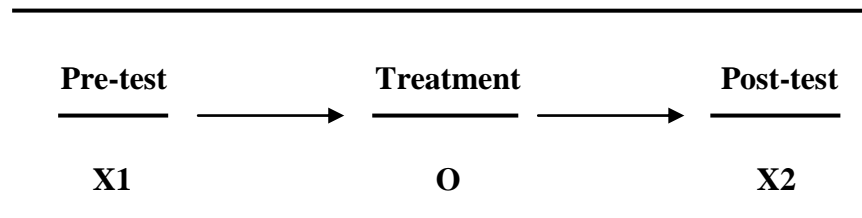
$H_0$  : The implementation of Collaborative Strategic Reading (CSR) method in reading descriptive text can not enhance the students' vocabulary mastery.

H<sub>1</sub> : The implementation of Collaborative Strategic Reading (CSR) method in reading descriptive text can enhance the students' vocabulary mastery.

**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

The researcher used a pre-experimental research with one group pre-test and post-test design. Before giving the treatment, the groups was given pre-test. And then, after giving the treatment, the groups was given post-test. In this research, which the researcher used Collaborative Strategic Reading method in teaching descriptive text to enhance the students' vocabulary mastery at SMPN 1 Tinggimoncong. The research design formulated as follow:



**1. Pre-test (X1)**

Before giving the treatment, the students was given a pre-test about their vocabulary to know their prior mastery.

**2. The Treatment (O)**

The researcher applied the Collaborative Strategic Reading method in teaching descriptive text to enhanced the students' vocabulary mastery.



### **3. Post-test (X2)**

After giving the treatment, the researcher gave a post-test to the students to know the enhancement of their vocabulary mastery.

## **B. Variables and Indicator of the Research**

### **1. Variables**

There are two variables that used of this research, they were independent variable and dependent variable.

#### **a. Independent Variable**

The independent variable was the implementation of the Collaborative Strategic Reading method.

#### **b. Dependent Variable**

The dependent variable was the students' vocabulary mastery.

### **2. Indicator**

The indicator of this research was to found out the enhancement of students' vocabulary mastery through reading descriptive text.

## **C. Population and Sample**

### **1. Population**

The population of this research was the eighth grade students of SMPN 1 Tinggimoncong which consisted of five classes namely VIII.1, VIII.2, VIII.3, VIII.4, and VIII.5 class, and the total number of all classes was 117 students.

## **2. Sample**

The researcher used non-probability sampling. On this research, the researcher took the VIII.1 class of SMPN 1 Tinggimoncong which consisted of 19 students as a sample by using purposive sampling. The students of this class were less in mastery of vocabulary than the other class. Therefore, the researcher took this VIII.1 class as a sample of this research.

### **D. Research Instrument**

The research instrument of this research was the test. That test consisted of pre-test and post-test. The pre-test was applied before giving the treatments to get the data of the students' prior knowledge about their vocabulary mastery. While the post-test was applied after giving the treatments to get the data of the students' vocabulary mastery by using Collaborative Strategic Reading method.

### **E. Procedure of Collecting Data**

In collecting data, the researcher used the following procedures:

#### **1. Giving a Pre-Test**

The researcher gave a pre-test to the students' before giving the treatments. The aim of this test was to know the students' prior knowledge of vocabulary mastery before the implementation of Collaborative Strategic Reading method.

## 2. Giving Treatments

After giving pre-test, the researcher gave the treatments to the students by teaching in the class using the Collaborative Strategic Reading method through reading descriptive text.

The procedures of the treatments by using Collaborative Strategic Reading method were as follows:

- a. The researcher divided the students into some groups which each group consisted of 5 students.
- b. The researcher explained about descriptive text to the students. And then gave example of descriptive text to each groups.
- c. Previewing; in this step, every groups read their own descriptive text. Then, they identified the title, sentences, and the key words on the text.
- d. Click and Clunk; in this step, the students with their each group looked for the clunks or difficult words on the text, at least five difficult words. Then, every member of groups looked for the meaning of those difficult words without use dictionary, but use the following fix-up strategies:
  - 1) Reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word.
  - 2) Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
  - 3) Look for a prefix or suffix in the word.

- 4) Break the word apart and look for smaller words you know.
- e. Get the Gist; in this step, every member of groups discussed to found out the main idea of the text.
- f. Wrapping Up; in this step, students learned to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals were to improve students' knowledge, understanding, and memory of what was read. Then the researcher as the teacher reviewed to evaluated what the students have learned.

**3. Giving Post-Test**

The researcher gave the post-test to the students after giving treatments. The aim were to know the students achievement in mastering vocabulary after the implementation of Collaborative Strategic Reading method.

**F. Technique of Data Analysis**

In analyzing data which collected through the pre-test and pos-test, the researcher used the procedures as follows:

**1. Classifying the score of the students' pre-test and post-test**

**Table 3.1. Classifying of Students' Score**

No	Score	Category
1	76 – 100	Excellent
2	66 – 75	Very Good

3	56 – 65	Good
4	46 – 55	Fairly Good
5	36 – 45	Fair
6	26 – 35	Poor
7	0 - 25	Very Poor

(Kemenristek in Mutmainnah, 2017)

2. Scoring the students' correct answer of pre-test and post-test by using the following formula:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of items}}$$

(Depdiknas in Mutmainnah, 2017)

3. To find out the mean score, the researcher used the following formula:

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

Where:  $\bar{X}$  = Mean Score

$\Sigma X$  = The sum of all score (total score)

N = Total Number of Sample

(Gay: 2006 in Hardiati 2014)

- 4. Calculating the rate percentage of students' score by using the following formula:**

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

Where:  $P$  = The percentage of students' score

$F$  = The frequencies

$N$  = The total number of sample

- 5. To find out the improvement, the researcher used the following formula:**

$$P = \frac{X2 - X1}{X1} \times 100$$

Where:  $P$  = students' percentage

$X1$  = the mean score of pre-test

$X2$  = the mean score of post-test

(Gay, 1981 in Hardiati 2014)

- 6. Calculating the mean score of gain on students' pre-test and post-test by using the formula:**

$$\bar{D} = \frac{\Sigma D}{N}$$

Where:  $\bar{D}$  = Standard Deviation

$\Sigma D$  = Sum of All Score

$N$  = Total Number of Sample

(Gay, 1981:332)

Notes: If D is the score different, it will be use the following formula:

$$D = X2 - X1$$

Where: X1= the students' score on pre-test

X2= the students' score on post-test

(Gay, 2006:336)

**7. Calculating the significant differences between pre-test and post-test by using the formula:**

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

Where: t = Test of Significant

D = The Mean Score

$\sum D^2$  = The Square of the Sum Score of Difference

N = Total Number of Sample

$\frac{(\sum D)^2}{N}$  = The Square of  $\sum D$

(Gay, 1981: 331)

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

In this chapter, there are two sections of the research result. The first is the findings of research which covers the description of enhancement students' vocabulary mastery by using Collaborative Strategic Reading (CSR). The second is the discussion of research which consists of explanation and discussion of findings.

**A. Findings**

The results of data analysis from students' pre-test and post-test were served in 4 tables description, namely students' score classification, students' mean score and standard deviation of pre-test and post-test, students' enhancement, and hypothesis testing.

**1. The Percentage of Students' Score Classification of Pre-Test and Post-Test**

**Table 4.1 Percentage of Students' Score Classification of Pre-Test and Post-Test**

No	Classification	Pre-Test		Post-Test	
		F	P	F	P
1	Excellent	0	0	3	15,79
2	Very Good	1	5,26	1	5,26



3	Good	3	15,79	1	5,26
4	Fairly Good	0	0	8	42,12
5	Fair	0	0	1	5,26
6	Poor	6	31,58	4	21,05
7	Very Poor	9	47,37	1	5,26
<b>Total</b>		<b>19</b>	<b>100</b>	<b>19</b>	<b>100</b>

Based on table 4.1, on pre-test showed that there was 1 student (5,26%) classified into very good category, there were 3 student (15,79%) classified into good category, there were 6 students (31,58%) classified into poor category, there were 9 students (47,37%) classified into very poor category, and none students classified into excellent, fairly good, and fair category.

On post-test showed that there were 3 student (15,79%) classified into excellent category, there was 1 students (5,26%) classified into very good category, there was 1 student (5,26%) classified into good category, there were 8 students (42,12%) classified iti fairly good category, there was 1 student (5,26%) classified into fair category, there were 4 students (21,05%) classified into poor category, and there was 1 students (5,26%) classified into very poor category.

The scores percentage of students' vocabulary mastery in post-test result were better than in pre-test result. It means that after used

Collaborative strategic reading (CSR), the students' vocabulary mastery was better than before used Collaborative strategic reading (CSR).

## 2. The Mean Score and Standard Deviation of Pre-Test and Post-Test

**Table 4.2** *The Mean Score and Standard Deviation of Pre-Test and Post-Test*

Test	Mean Score	Standard Deviation
Pre-Test (X1)	29,10	34,95
Post-Test (X2)	51,08	54,33

Table 4.2 showed that the mean score of students pre-test was 29,10 and standard deviation was 34,95. Then, the mean score of students post-test was 51,08 and standard deviation was 54,33.

Based on the result above, the mean score and standard deviation of the students' post-test were higher than the mean score and standard deviation of students' pre-test. It means that teaching by using Collaborative Strategic Reading (CSR) can enhance the students' vocabulary mastery.

## 3. The Enhancement of Students' Vocabulary Mastery

**Table 4.3** *The Enhancement of Students' Vocabulary Mastery*

Test	Mean Score	Enhancement
Pre-Test	29,10	75,53 %
Post-Test	51,08	

The table 4.3 above showed that the students' mean score in pre-test was 29,10 and in post-test was 51,08. Then the enhancement of students' vocabulary mastery of pre-test to post-test was 75,53%.

#### 4. The Hypothesis Testing

**Table 4.5** *The Hypothesis Testing*

Indicator	t-Test Value	t-Table Value
Vocabulary	14,85	2,1009

The table 4.5 presented that the t-test value was 14,85 and the t-table value was 2,1009 with the level of significance was 0,05 and degree of freedom (df=18), the value of t-test value was greater than t-table value. It means that the difference of both was statistically significant.

Based on the result above, it concluded that the null hypothesis ( $H_0$ ) was rejected where the alternative hypothesis ( $H_1$ ) was accepted. Therefore, the implementation of Collaborative Strategic Reading in reading descriptive text can enhance the students' vocabulary mastery.

## B. Discussion

Based on the findings above in implementation of Collaborative Strategic Reading in teaching showed that the students' vocabulary mastery enhanced after giving treatment. It was supported by the difference score of students in pre-test and post-test, where the students' mean score of pre-test

was 29,10 which classified into poor category and the students' mean score of post-test was 51,08 which classified into fairly good category. It showed that the students' score was better after implemented the CSR in treatment than before with the rate percentage of enhancement was 75,53%.

Collaborative Strategic Reading (CSR) consists of 4 steps, they are Previewing (before reading) which students preview the entire passage before they read each section, Click and Clunks (during reading) which the students read the text and with their each group looked for the clunks or difficult words on the text, Get the Gist (during reading) which the students identify the most important idea in a section of text, and Wrapping Up (after reading) which the students formulating questions and answers about what they have learned.

As has been explained in the previous chapters, that on the step Click and Clunks, the students were asked to read the text and then listed the difficult words. And then, the students have to translate that words without using the dictionary. This step Click and Clunks helped the students in enhance their vocabulary with their listed difficult words and their prediction meaning. It was made the students' vocabulary mastery enhanced, and it was evidenced by the students' mean score after implemented the CSR (post-test) was greater than before implemented the CSR (pre-test) in teaching. As stated by Denissa Femi Primula (2016) on her research entitled "*The Effectiveness of Collaborative Strategic Reading (CSR) in Improving Students' Reading Comprehension in Narrative Text*", she found that by using Collaborative

Strategic Reading (CSR), it could improve the students' reading comprehension, included the students' vocabulary and reading skill.

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

Based on the research above, it has similarity with this research in using Collaborative Strategic Reading, while the difference with this research was the improvement of students' vocabulary. Those findings determined that there was a significant difference of the students' vocabulary mastery before and after giving treatment in teaching by used the Collaborative Strategic Reading in reading descriptive text. It was supported by the t-test value (14,85) was higher than the t-table value (2,10) and it showed that the CSR could enhance the students' vocabulary mastery.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the result of research findings and discussion in previous chapter, the researcher made conclusions as follows:

1. Used the Collaborative Strategic Reading in teaching vocabulary could made the students more focus, active, and collaborate each other. It also could enhance the students' vocabulary mastery in reading, it supported by the mean score of pre-test and post-test.
2. The mean score of students in post-test was better than in pre-test. Which in pre-test was 29,10, while in post-test was 51,08. With the t-test value was higher than the t-table value for students' vocabulary achievement (14,85>2,1009).

#### **B. Suggestions**

Based on the conclusions above, the researcher presented some suggestions as follows:

1. This Collaborative Strategic Reading is suggested to used in teaching vocabulary through reading. It can enhance the students' vocabulary mastery, and make the students more focus, active, and collaborative each other in learning.

2. The teacher should be more creative to choose media and strategy or method in teaching English, especially in teaching vocabulary. Moreover, it can make the students more interested to learning.
3. In using Collaborative Strategic Reading (CSR) as a method or teaching strategy, the researcher should be choose a more interesting reading text to read. Thus, the students will not be bored while reading.

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**A**

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## APPENDIX A

### INSTRUMENT OF PRE-TEST

Read the following text, then write words with their meaning in Bahasa!

#### SULE



His full name is EntisSutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese.

Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes.

People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smile even belly laugh.

Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and SaungSule. He also can sing very well. He has very famous song entitled Susis (SuamiSieunIstri).

## **KEY WORDS**

- |             |            |
|-------------|------------|
| 1. Call     | 10. Long   |
| 2. Speak    | 11. Unique |
| 3. Make     | 12. Flat   |
| 4. Smile    | 13. Brown  |
| 5. Laugh    | 14. Full   |
| 6. Play     | 15. Funny  |
| 7. Sing     | 16. Yellow |
| 8. Comedian | 17. Well   |
| 9. Colour   |            |

\*every correct word = 1 point

\*total number of items = 17

## APPENDIX B

### INSTRUMENT OF POST-TEST

Read the following text, then write words with their meaning in Bahasa!

#### LOSARI BEACH



Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The length of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this

beach there is a park called the PelataranBahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowlyturnsreddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The PelataranBahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jollorokatinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.



## KEY WORDS

1. Stand
2. Spread
3. Out
4. Come
5. Play
6. Sit
7. View
8. Open
9. Create
10. Special
11. Beautiful
12. Sunny
13. Perfect
14. Public
15. Clean
16. Free
17. Slowly

\*every correct word = 1 point

\*total number of items = 17

**APPENDIX C**

L

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## RENCANA PELAKSANAAN PEMBELAJARAN

( RPP )

SEKOLAH : SMPN 1 TINGGIMONCONG  
MATA PELAJARAN: BAHASA INGGRIS  
KELAS/SEMESTER : VIII / GANJIL  
MATERI POKOK : DESCRIPTIVE TEXT  
PERTEMUAN : 1 dan 2  
ALOKASI WAKTU : 2 x 45 menit

### A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. KOMPETENSI DASAR

KD 2.2 : Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

KD 3.10 : Menerapkan struktur text dan unsure kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.

KD 4.11 : Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana

KD 4.12 : Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## C. INDIKATOR

1. Menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Mengidentifikasi struktur dan unsure kebahasaan dalam teks.
3. Menyatakan sifat dan cirri fisik orang secara lisan dengan akurat, lancar dan berterima.

## D. TUJUAN PEMBELAJARAN

1. Siswa dapat mengamati dan mengidentifikasi gambar orang yang ditunjukkan oleh guru secara seksama.
2. Siswa dapat menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan.
3. Siswa dapat mengidentifikasi informasi ciri dari teks deskriptif secara akurat.
4. Siswa dapat mengidentifikasi generic structure dari teks deskriptif secara berpasangan/berkelompok.
5. Siswa dapat menulis deskripsi dari gambar yang ada secara berkelompok/individu.

#### E. MATERI PEMBELAJARAN

##### 1. Pertemuan Pertama

#### MAUDY AYUNDA



Maudy Ayunda is a young woman.

Ayunda Faza Maudya. She was born in Jakarta on December 19, 1994.

Maudy is a good looking girl. She has thin lips, oval face, and short black hair. She has a very nice smile, an innocent look and very friendly to people.

Her hobbies are singing, swimming, writing, and playing musical instrument. She can play piano and guitar. She likes to create a song using guitar and piano.

Maudy's favorite singers are Tompi, Agnes Monica, Bruno Mars, and Taylor Swift. She thinks that they influence her career mainly in singing.

Beside singing, Maudy also plays in some movies. Her first movie title is "Untuk Rena". Then she acts in some movies like "Sang Pemimpi, Tendangan dari Langit, Perahu Kertas, and Refrain"

## 2. Pertemuan Kedua

### Lembah Pelangi Waterfall



Lembah Pelangi Waterfall is a local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is

about 100 meters, while the second level waterfall is about dozens of meters. The **best** enchantment of this waterfall is the rainbow which **appears** between the valley and the waterfall as the name suggests. The **softflowinggurgling** waterfall sounds is like a chant of nature which can **remove** the tiredness of the **long** trip to **go** there. Under the waterfall, there are several spots of **warm** water which can be an **interesting** spot for **bathing**.

In this place, you will be shown a panorama of **naturalbeauty** which is very interesting for every pair of eyes **seeing** it. Rocky hills accompanied by leafy trees will actually **soothe** both your eyes.

**Fungsi Sosial** : Mendeskripsikan orang untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan

**Struktur Teks** :

- Penyebutan nama orang yang dipilih untuk dideskripsikan.
- Penyebutan sifat orang.
- Penyebutan tindakan dari atau terkait dengan orang.

**Unsur Kebahasaan:**

- Pertanyaan dan pernyataan tentang deskripsi.
- Penyebutan kata benda singular dan plural.
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

**Topik** : Berbagai hal terkait dengan orang.

## F. PENDEKATAN/METODE PEMBELAJARAN

Metode Pembelajaran : Collaborative Strategic Reading (CSR)

## G. MEDIA DAN ALAT PEMBELAJARAN

- Deskriptif teks

## H. LANGKAH-LANGKAH PEMBELAJARAN

### a. Kegiatan Awal

1. Greeting (salam dan doa)
2. Melakukan kegiatan absensi
3. Melakukan apersepsi

### b. Kegiatan Inti

#### **Mengamati**

- Previewing (before reading), secara berkelompok peserta didik diminta untuk membaca sekilas teks deskriptif yang diberikan oleh guru. Kemudian peserta didik diminta untuk mengamati dan mengidentifikasi teks deskriptif tersebut.

#### **Menanya**

- Peserta didik merespon pertanyaan yang berkaitan dengan gambar secara lisan.

#### **Mengeksplorasi**



- Click and Clunks (during reading), secara berkelompok peserta didik mengidentifikasi dan menganalisis kata atau kalimat yang sulit atau tidak dimengerti beserta artinya.

Dalam tahap ini, dapat digunakan Fix-up Strategies sebagai berikut:

1. Vocabulary fix-up skills: Peserta didik membaca ulang kalimat yang sulit atau tidak dimengerti dan mencari petunjuk atau clue dengan membaca kalimat sebelum dan setelah kalimat yang sulit, kemudian peserta didik melakukan prediksi terjemahan dari kata atau kalimat sulit tersebut.
2. Read-Pause-Reflect: Untuk membantu pemahaman peserta didik selama membaca, pendidik membolehkan mereka untuk berhenti selama proses membaca pada setiap poin bacaan untuk kembali pada ide pokok. Jika peserta didik tidak memahami topic dari bacaan, mereka dapat membaca ulang bacaan tersebut.
3. Partner Retell: Secara berpasangan/kelompok, peserta didik bekerjasama sebagai re-teller dan listener. Peserta didik sebagai re-teller menjelaskan tentang ide pokok, konsep, dan poin penting pada bacaan. Sedangkan anggota kelompok lainnya mendengarkan dan bertanya. Kemudian guru memanggil salah satu anggota kelompok (listener) untuk membagikan informasi dari re-teller.

### **Mengasosiasi**

- Get the gist (during reading), secara berkelompok, peserta didik mendiskusikan dan menuliskan hal-hal penting yang mereka dapatkan

dalam proses pembelajaran dengan menggunakan bahasa mereka sendiri sesuai pemahaman mereka.

### **Mengomunikasikan**

- Wrapping up (after reading), secara berkelompok peserta didik merumuskan pertanyaan, memahami informasi penting dari bacaan, dan mendiskusikan apa yang telah mereka pelajari sebagai bahan refleksi.
- Peserta didik menyajikan/mempresentasikan hasil diskusi mereka di depan kelas.

#### c. Kegiatan Akhir

1. Menanyakan kesulitan dan pemahaman siswa tentang materi pembelajaran.
2. Evaluasi / memberikan tugas.
3. Closing / penutup.

### I. SUMBER PEMBELAJARAN

- a. Online articles
- b. Textbooks

### J. PENILAIAN

- Key Words:

<b>ADJECTIVE</b>	<b>VERB</b>
Famous	Smile
Good	Singing

Thin	Swimming
Short	Writing
Nice	Create
Friendly	Using
	Think
	Play
	Act

- Key Words

<b>ADJECTIVE</b>	<b>VERB</b>
Unfamiliar	Access
Local	Make
Foreign	Appears
Difficult	Flowing
Elusive	Gurgling
Best	Remove

Soft	Go
Long	Bathing
Warm	Seeing
Interesting	
Natural	
Beauty	
Soothe	

## RENCANA PELAKSANAAN PEMBELAJARAN

( RPP )

SEKOLAH : SMPN 1 TINGGIMONCONG  
MATA PELAJARAN : BAHASA INGGRIS  
KELAS/SEMESTER : VIII / GANJIL  
MATERI POKOK : DESCRIPTIVE TEXT  
PERTEMUAN : 3 dan 4  
ALOKASI WAKTU : 2 x 45 menit

### K. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menhayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## L. KOMPETENSI DASAR

KD 2.2 : Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

KD 3.10 : Menerapkan struktur text dan unsure kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.

KD 4.11 : Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana

KD 4.12 : Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## M. INDIKATOR

4. Menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.
5. Mengidentifikasi struktur dan unsure kebahasaan dalam teks.
6. Menyatakan sifat dan cirri fisik orang secara lisan dengan akurat, lancar dan berterima.

## N. TUJUAN PEMBELAJARAN

6. Siswa dapat mengamati dan mengidentifikasi gambar orang yang ditunjukkan oleh guru secara seksama.
7. Siswa dapat menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan.
8. Siswa dapat mengidentifikasi informasi ciri dari teks deskriptif secara akurat.
9. Siswa dapat mengidentifikasi generic structure dari teks deskriptif secara berpasangan/berkelompok.
10. Siswa dapat menulis deskripsi dari gambar yang ada secara berkelompok/individu.

## O. MATERI PEMBELAJARAN

### 1. Pertemuan Ketiga

#### MY YOUNG UNCLE



My Uncle Mai is my favorite among my mother's brothers. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house.

He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there.

He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

## 2. Pertemuan Keempat

### Borobudur Temple



Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest



art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world. After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to jointravel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

**Fungsi Sosial** : Mendeskripsikan orang untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan

**Struktur Teks** :

- Penyebutan nama orang yang dipilih untuk dideskripsikan.
- Penyebutan sifat orang.
- Penyebutan tindakan dari atau terkait dengan orang.

**Unsur Kebahasaan:**

- Pertanyaan dan pernyataan tentang deskripsi.
- Penyebutan kata benda singular dan plural.
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

**Topik** : Berbagai hal terkait dengan orang.

**P. PENDEKATAN/METODE PEMBELAJARAN**

Metode Pembelajaran : Collaborative Strategic Reading (CSR)

**Q. MEDIA DAN ALAT PEMBELAJARAN**

- Deskriptif teks

**R. LANGKAH-LANGKAH PEMBELAJARAN**

d. Kegiatan Awal

4. Greeting (salam dan doa)
5. Melakukan kegiatan absensi
6. Melakukan apersepsi

e. Kegiatan Inti

**Mengamati**

- Previewing (before reading), secara berkelompok peserta didik diminta untuk membaca sekilas teks deskriptif yang diberikan oleh guru. Kemudian peserta didik diminta untuk mengamati dan mengidentifikasi teks deskriptif tersebut.

**Menanya**

- Peserta didik merespon pertanyaan yang berkaitan dengan gambar secara lisan.

**Mengeksplorasi**

- Click and Clunks (during reading), secara berkelompok peserta didik mengidentifikasi dan menganalisis kata atau kalimat yang sulit atau tidak dimengerti beserta artinya.

Dalam tahap ini, dapat digunakan Fix-up Strategies sebagai berikut:

1. Vocabulary fix-up skills: Peserta didik membaca ulang kalimat yang sulit atau tidak dimengerti dan mencari petunjuk atau clue dengan membaca kalimat sebelum dan setelah kalimat yang sulit, kemudian peserta didik melakukan prediksi terjemahan dari kata atau kalimat sulit tersebut.
2. Read-Pause-Reflect: Untuk membantu pemahaman peserta didik selama membaca, pendidik membolehkan mereka untuk berhenti selama proses membaca pada setiap poin bacaan untuk kembali pada ide pokok. Jika peserta didik tidak memahami topic dari bacaan, mereka dapat membaca ulang bacaan tersebut.
3. Partner Retell: Secara berpasangan/kelompok, peserta didik bekerjasama sebagai re-teller dan listener. Peserta didik sebagai re-teller menjelaskan tentang ide pokok, konsep, dan poin penting pada bacaan. Sedangkan anggota kelompok lainnya mendengarkan dan bertanya. Kemudian guru memanggil salah satu anggota kelompok (listener) untuk membagikan informasi dari re-teller.

### **Mengasosiasi**

- Get the gist (during reading), secara berkelompok, peserta didik mendiskusikan dan menuliskan hal-hal penting yang mereka dapatkan

dalam proses pembelajaran dengan menggunakan bahasa mereka sendiri sesuai pemahaman mereka.

### **Mengomunikasikan**

- Wrapping up (after reading), secara berkelompok peserta didik merumuskan pertanyaan, memahami informasi penting dari bacaan, dan mendiskusikan apa yang telah mereka pelajari sebagai bahan refleksi.
- Peserta didik menyajikan/mempresentasikan hasil diskusi mereka di depan kelas.

#### f. Kegiatan Akhir

4. Menanyakan kesulitan dan pemahaman siswa tentang materi pembelajaran.
5. Evaluasi / memberikan tugas.
6. Closing / penutup.

### S. SUMBER PEMBELAJARAN

- c. Online articles
- d. Textbooks

### T. PENILAIAN

- Key Words:

<b>ADJECTIVE</b>	<b>VERB</b>
------------------	-------------

Older	Go
Favourite	Wear
Intersting	Take
Near	Work
Good	Travel
Tall	Solving
Well	Visiting
Strong	Sail
Short	Out
Big	
Fond	

- Key Words

<b>ADJECTIVE</b>	<b>VERB</b>
Beautiful	Need
Greatest	Know
Long	Admire

Biggest	Go
Domestic	Join
Foreign	Travel
Elegance	Think
Private	Make
Like	

## APPENDIX D

The Result of The Students' Scores on Pre-Test and Post-Test

NO	Name	Scores	
		Pre-Test	Post-Test
1	AconkReskiSiam	58,82	76,47
2	Admiral Zuhdi	64,71	88,24
3	Adrian Chandra	29,41	52,94
4	Alma	29,41	52,94
5	Anre	11,76	35,29
6	ArnolOktaviyanus G.	29,41	52,94
7	DalilahYusba	23,53	52,94
8	FildaPermadani K.	23,53	41,18
9	IntanRahmadani	29,41	58,82
10	MaarifDarmawan	11,76	35,29
11	Marcelina Olivia	29,41	47,06
12	Muh. AqilAzizy	52,94	70,59
13	Muh. Hamdi	29,41	47,06
14	Muh. Mahardika	17,65	47,06
15	Muh. Nasrun	11,76	35,29
16	Muh. Pahrul	5,88	35,29
17	NurAisyah	17,65	47,06
18	NurulRahmat	5,88	11,76
19	William Hosea	70,59	82,35

## APPENDIX E

The Classification of Students' Scores on Pre-Test and Post-Test

Name	Pre-Test	Classification	Post-Test	Classification
Aconk Reski Siama	58,82	Good	76,47	Excellent
Admiral Zuhdi	64,71	Good	88,24	Excellent
Adrian Chandra	29,41	Poor	52,94	Fairly Good
Alma	29,41	Poor	52,94	Fairly Good
Anre	11,76	Very Poor	35,29	Poor
Arnol Oktaviyanus G.	29,41	Poor	52,94	Fairly Good
Dalilah Yusba	23,53	Very Poor	52,94	Fairly Good
Filda Permadani K.	23,53	Very Poor	41,18	Fair
Intan Rahmadani	29,41	Poor	58,82	Good
Maarif Darmawan	11,76	Very Poor	35,29	Poor
Marcelina Olivia	29,41	Poor	47,06	Fairly Good
Muh. Aqil Azizy	52,94	Good	70,59	Very Good
Muh. Hamdi	29,41	Poor	47,06	Fairly Good
Muh. Mahardika	17,65	Very Poor	47,06	Fairly Good
Muh. Nasrun	11,76	Very Poor	35,29	Poor
Muh. Pahrul	5,88	Very Poor	35,29	Poor
Nur Aisyah	17,65	Very Poor	47,06	Fairly Good
Nurul Rahmat	5,88	Very Poor	11,76	Very Poor
William Hosea	70,59	Very Good	82,35	Excellent



## APPENDIX F

Table of Students' Scores on Pre-Test (X1), Post-Test (X2), Gain/Difference Score (D), and Square of Gain (D<sup>2</sup>)

Name	Pre-Test		Post-Test		D (X2- X1)	D <sup>2</sup>
	X1	X1 <sup>2</sup>	X2	X2 <sup>2</sup>		
Aconk Reski Siama	58,82	3459,79	76,47	5847,66	17,65	311,52
Admiral Zuhdi	64,71	4187,38	88,24	7786,29	23,53	553,66
Adrian Chandra	29,41	864,95	52,94	2802,64	23,53	553,66
Alma	29,41	864,95	52,94	2802,64	23,53	553,66
Anre	11,76	138,29	35,29	1245,38	23,53	553,66
Arnol Oktaviyanus	29,41	864,95	52,94	2802,64	23,53	553,66
Dalilah Yusba	23,53	553,66	52,94	2802,64	29,41	864,95
Filda Permadani K.	23,53	553,66	41,18	1695,79	17,65	311,52
Intan Rahmadani	29,41	864,95	58,82	3459,79	29,41	864,95
Maarif Darmawan	11,76	138,29	35,29	1245,38	23,53	553,66
Marcelina Olivia	29,41	864,95	47,06	2214,64	17,65	311,52
Muh. Aqil Azizy	52,94	2802,64	70,59	4982,95	17,65	311,52

Muh. Hamdi	29,41	864,95	47,06	2214,64	17,65	311,52
Muh. Mahardika	17,65	311,52	47,06	2214,64	29,41	864,95
Muh. Nasrun	11,76	138,29	35,29	1245,38	23,53	553,66
Muh. Pahrul	5,88	34,57	35,29	1245,38	29,41	864,95
Nur Aisyah	17,65	311,52	47,06	2214,64	29,41	864,95
Nurul Rahmat	5,88	34,57	11,76	138,29	5,88	34,57
William Hosea	70,59	4982,95	82,35	6781,52	11,76	138,29
<b>Total</b>	<b>552,92</b>	<b>22836,83</b>	<b>970,57</b>	<b>55742,93</b>	<b>417,65</b>	<b>9930,83</b>

## APPENDIX G

### Calculating The Mean Score of Pre-Test, Post-Test, Gain, and Students' Improvement

#### 1. Mean Score of Pre-Test

$$\begin{aligned}\bar{X} &= \frac{\Sigma X}{N} \\ \bar{X} &= \frac{552,92}{19} \\ &= 29,10 \text{ (Poor)}\end{aligned}$$

#### 2. Mean Score of Post-Test

$$\begin{aligned}\bar{X} &= \frac{\Sigma X}{N} \\ \bar{X} &= \frac{970,57}{19} \\ &= 51,08 \text{ (Fairly Good)}\end{aligned}$$

#### 3. Students' Improvement

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{51,08 - 29,10}{29,10} \times 100$$

$$P = \frac{21,98}{29,10} \times 100$$

$$P = \frac{2198}{29,10}$$

$$= 75,53 \%$$

#### 4. Mean Score of Gain

$$\begin{aligned}\bar{D} &= \frac{\Sigma D}{N} \\ \bar{D} &= \frac{417,65}{19} \\ &= 21,98\end{aligned}$$

## APPENDIX H

Calculating The Standard Deviation of Students' Pre-Test and Post-Test

### 1. Pre-test

$$\begin{aligned}SD &= \sqrt{\frac{\sum X^2 - \left(\frac{\sum X}{N}\right)^2}{N-1}} \\&= \frac{\sqrt{22836,83 - \frac{(552,92)^2}{19}}}{19-1} \\&= \frac{\sqrt{22836,83 - \frac{305720,53}{19}}}{18} \\&= \frac{\sqrt{22836,83 - 16090,55}}{18} \\&= \frac{\sqrt{6746,28}}{18} \\&= \sqrt{374,79} \\&= 19,35\end{aligned}$$

### 2. Post-test

$$\begin{aligned}SD &= \sqrt{\frac{\sum X^2 - \left(\frac{\sum X}{N}\right)^2}{N-1}} \\&= \frac{\sqrt{55742,93 - \frac{(970,57)^2}{19}}}{19-1} \\&= \frac{\sqrt{55742,93 - \frac{942006,13}{19}}}{18} \\&= \frac{\sqrt{55742,93 - 49579,27}}{18} \\&= \frac{\sqrt{6163,66}}{18} \\&= \sqrt{342,43} \\&= 18,50\end{aligned}$$

## APPENDIX I

Calculating The Significance Difference / t-Test Value (t)

Note:  $\bar{D} = 21,98$

$$N = 19$$

$$\begin{aligned} t &= \frac{\bar{D}}{\frac{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N}}}{N(N-1)}} \\ &= \frac{21,98}{\frac{\sqrt{9930,83 - \frac{(417,65)^2}{19}}}{19(19-1)}} \\ &= \frac{21,98}{\frac{\sqrt{9930,83 - \frac{174431,52}{19}}}{19(18)}} \\ &= \frac{21,98}{\frac{\sqrt{9930,83 - 9180,61}}{342}} \\ &= \frac{21,98}{\frac{\sqrt{750,22}}{342}} \\ &= \frac{21,98}{\sqrt{2,19}} \\ &= \frac{21,98}{1,48} \\ &= 14,85 \end{aligned}$$

**APPENDIX J**

Table Distribution of t-Value

<b>Pr</b>	<b>0.25</b>	<b>0.10</b>	<b>0.05</b>	<b>0.025</b>	<b>0.01</b>	<b>0.005</b>	<b>0.001</b>
<b>Df</b>	<b>0.50</b>	<b>0.20</b>	<b>0.10</b>	<b>0.05</b>	<b>0.02</b>	<b>0.010</b>	<b>0.002</b>
<b>1</b>	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
<b>2</b>	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
<b>3</b>	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
<b>4</b>	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
<b>5</b>	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
<b>6</b>	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
<b>7</b>	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
<b>8</b>	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
<b>9</b>	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
<b>10</b>	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
<b>11</b>	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
<b>12</b>	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
<b>13</b>	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
<b>14</b>	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
<b>15</b>	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
<b>16</b>	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
<b>17</b>	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
<b>18</b>	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
<b>19</b>	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
<b>20</b>	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
<b>21</b>	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
<b>22</b>	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
<b>23</b>	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
<b>24</b>	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
<b>25</b>	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
<b>26</b>	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
<b>27</b>	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
<b>28</b>	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
<b>29</b>	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
<b>30</b>	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
<b>31</b>	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
<b>32</b>	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
<b>33</b>	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
<b>34</b>	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
<b>35</b>	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
<b>36</b>	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
<b>37</b>	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
<b>38</b>	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
<b>39</b>	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127

Notes:

Defree of freedom (Df) =  $N-1$  ( $19-1=18$ )

Level of significance = 0,05

t-Table = 2.10092

## APPENDIX K

Documentations:

The chart is a reference table for IPS learning materials. It is organized into columns and rows, with each cell containing a small colored box. The right side of the chart lists the following items:

- 1. Atlas
- 2. Kamus
- 3. Buku
- 4. Lembar Kerja
- 5. Lembar Pengamatan
- 6. Lembar Kerja Kelompok
- 7. Lembar Kerja Individu
- 8. Lembar Kerja Pasangan
- 9. Lembar Kerja Tim
- 10. Lembar Kerja Kelompok Kecil
- 11. Lembar Kerja Kelompok Besar
- 12. Lembar Kerja Kelompok Sangat Besar
- 13. Lembar Kerja Kelompok Sangat Kecil
- 14. Lembar Kerja Kelompok Sangat Besar
- 15. Lembar Kerja Kelompok Sangat Kecil
- 16. Lembar Kerja Kelompok Sangat Besar
- 17. Lembar Kerja Kelompok Sangat Kecil
- 18. Lembar Kerja Kelompok Sangat Besar
- 19. Lembar Kerja Kelompok Sangat Kecil
- 20. Lembar Kerja Kelompok Sangat Besar









## **CURRICULUM VITAE**



**Evi Setya Fahrina**, was born on September 28<sup>th</sup>, 1996 in Bulukumba, South Sulawesi. The researcher is the oldest child of Drs. Mukhtar Idris and Nurlaela. She has two brothers named Farel Satya Putra and Fadel Putra Nugraha. In 2002, the researcher started her education at SDN No. 53 Banyorang and graduated in 2008. In the same year, she continued her study at SMPN 1 Tompobulu and graduated in 2011. Then, she continued her study at SMAN 1 Bantaeng in 2011 and graduated in 2014. In the same year, she continued her study as a student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.