

**THE EFFECTIVENESS OF USING COLLABORATIVE  
STRATEGIC READING (CSR) TO IMPROVE STUDENTS'  
READING COMPREHENSION AT THE ELEVENTH GRADE  
STUDENTS' OF SMA NEGERI 3 JENEPONTO**

*(Pre-Experimental Research)*



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
Makassar Muhammadiyah University in Partial Fulfillment for the  
Degree of Education in English Departement*

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

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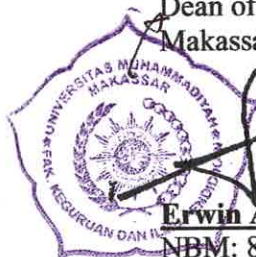
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Day / Date	Chapter	Note	Sign
30/11-17	III IV	We just focus in chp. III Call in chp. III? findings ... ? (see notes)	
1/12-17		- Review abstract - Problem statement - Population & Sample - Findings - Discussion	

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Day / Date	Chapter	Note	Sign
10/12-9.		Ok - keep studying but you need to revise some of your content. ace	St. Asriati

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Day / Date	Chapter	Note	Sign
2 Dec, 2017		- Revise : <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Conclusion</li> <li>• Suggestion</li> </ul>	
3 Dec, 2017		- Some corrections still some corrections (pay attention)	
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# MOTTO

*“But perhaps you hate a thing and it is good for you, And perhaps you love a thing and it is bad for you. Allah knows, while you do not know .” (QS Al-Baqarah:216)*

*Human is purposing and Allah is disposing*



## ABSTRACT

**Muhdiati Rahmi**, 2017. *The Effectiveness of Using Collaborative Strategic Reading to Improve the students' Reading Comprehension (A Pre Experiment at the Eleventh Grade of SMA Negeri 3 Jeneponto)*. Under the thesis of English Education Department, The Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervised by St. Asriati AM and Radiah Hamid.

The thesis aimed to find out the improvement of the students' reading comprehension at the Eleventh Grade of SMA Negeri 3 Jeneponto in 2017/2018 Academic Year in term of literal comprehension and reorganization. Literal comprehension dealt with main idea and details of the narrative text. Reorganization dealt with summarizing.

The research used reading test to measure the students' reading comprehension before and after they were treated by using Collaborative Strategic Reading (CSR). The population of the research was the Eleventh Grade Students of SMA Negeri 3 Jeneponto in academic year 2017/2018, consisting of 224 students. The researcher took 22 students in XI IPA 1. This sample chosen by purposive sampling technique.

The researcher findings indicated using of Collaborative Strategic Reading effective could improve students' reading comprehension. The mean score of post-test (68.41) was greater than the mean score of pre-test (43.33). From t-test, the researcher found that, the value of t-test (9.57) was greater than t-table (2.080) at the level of significance 0.05 with degree of freedom (df) = 21. The result shows that t-test value for the final score of students' reading comprehension was (9.57 > 2.080). It means that there is significant difference between the students' reading comprehension before and after using CSR. It is also said that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

**Key Words:** *Collaborative Strategic Reading (CSR), Students' Reading Comprehension*



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Makassar, February 2018

The Writer

## LIST OF CONTENTS

<b>TITLE PAGE</b> .....	i
<b>LEMBAR PENGESAHAN</b> .....	ii
<b>APPROVAL SHEET</b> .....	iii
<b>CONSELLING SHEET</b> .....	iv
<b>SURAT PERNYATAAN</b> .....	v
<b>SURAT PERJANJIAN</b> .....	vi
<b>MOTTO</b> .....	vii
<b>ABSTRACT</b> .....	viii
<b>ACKNOWLEDGEMENT</b> .....	ix
<b>LIST OF CONTENTS</b> .....	xi
<b>LIST OF TABLES</b> .....	xiv
<b>LIST OF CHARTS</b> .....	xv
<b>LIST OF APPENDICES</b> .....	xvi
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Problem Statement .....	4
C. Objective of the Study .....	4
D. Significance of the Research .....	5
E. Scope of the Study .....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Previous Findings .....	6
B. Concept of Reading .....	8

1. Definition of Reading .....	8
2. Type of Reading .....	9
C. The Concept of Reading Comprehension .....	11
1. Definition of Reading Comprehension.....	11
2. Type of Reading Comprehension .....	12
3. The Level of Reading Comprehension.....	13
D. The Concept of Collaborative Strategic Reading (CSR).....	16
1. Definition of Collaborative Strategic Reading (CSR).....	16
2. The Purposes of Collaborative Strategic Reading (CSR).....	18
3. The Procedure of Collaborative Strategic Reading (CSR).....	19
4. Teaching Reading Using Collaborative Strategic Reading (CSR). 23	
E. The Concept of Narrative Text.....	24
1. Definition of Narrative Text.....	24
2. Generic Structure of Narrative Text .....	24
3. Language Feature of Narrative Text.....	25
F. Conceptual Framework .....	26
G. Hypothesis .....	27

### **CHAPTER III RESEARCH METHOD**

A. Research Design.....	28
B. Population and Sample.....	30
C. Research Variables and Indicators .....	30
D. Research Instrument.....	31
E. Procedure of Collecting Data .....	32



F. Technique Data Analysis .....	33
<b>CHAPTER IV FINDINGS AND DISCUSSION</b>	
A. Findings.....	37
1. Data Analysis of Reading Comprehension .....	37
2. The Improvement of Students' Reading Comprehension in Term of Literal Comprehension .....	39
3. The Improvement of Students' Reading Comprehension in Term of Reorganization .....	41
4. The Improvement of Students' Reading Comprehension in Term of Literal Comprehension and Reorganization .....	42
5. The Students' Rate Percentage and Frequency of the Pre-Test and Post-Test .....	44
6. The Mean Score and Standard Deviation of the Students Pre-Test and Post-Test .....	47
B. Discussions.....	48
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	55
B. Suggestion.....	56
<b>BIBLIOGRAPHY .....</b>	<b>57</b>
<b>APPENDICES</b>	
<b>CURRICULUM VITAE</b>	

## LIST OF TABLES

Table 3.1 Research Design.....	28
Table 3.2 Rubric of Main Idea .....	32
Table 3.3 Rubric of Details .....	33
Table 3.4 Rubric of Summary .....	33
Table 3.5 Classify the Score of the Students .....	34
Table 3.6 Hypothesis Testing.....	36
Table 4.1 Rate Percentage and Frequency of the Students' Literal Comprehension .....	38
Table 4.2 The Rate Percentage and Frequency of the Students' Reorganization .....	39
Table 4.3 The Students' Mean Score of Literal Comprehension.....	40
Table 4.4 The Students' Mean Score of Reorganization .....	41
Table 4.5 The Students' Mean Score of Literal Comprehension and Reorganization .....	43
Table 4.6 The Students' Rate Percentage and Frequency of the Pre-Test and Post-Test .....	45
Table 4.7 The Mean Score and Standard Deviation of the Students Pre-Test and Post-Test .....	47
Table 4.8 The t-test of the students' reading comprehension .....	48

## **LIST OF CHARTS**

Chart 4.1 The Improvement Students' Literal Comprehension.....	40
Chart 4.2 The Improvement Students' Reorganization.....	42
Chart 4.3 The Improvement Students' Reading Comprehension.....	44
Chart 4.4 The Students' Rate of the Pre-Test and Post Test.....	46

## **LIST OF APPENDICES**

Appendix A Lesson Plans

Appendix B The Instrument of Pre-test and Post-test

Appendix C The List Name of the Students of Class XI IPA 1 SMA Negeri 3  
Jenepono

Appendix D Scoring Classification of the Students Pre-Test and Post-Test

Appendix E The Result of the Students' Reading Comprehension in Pre-Test

Appendix F The Result of the Students' Reading Comprehension in Post-Test

Appendix G The Percentage of the Students' Improvement in Reading  
Comprehension

Appendix H The Gain Score (D) of the students' Reading Comprehension

Appendix I The Students Mean Score of the Students' Test

Appendix J The Percentage of Increasing Achievement

Appendix K Students Standard Deviation in Pre-Test and Post-Test

Appendix L Test of Significant Difference

Appendix M The Teaching Learning Process Photos

Appendix N Students' Pre-Test and Post-Test

Appendix O Recommended Letter



# CHAPTER I

## INTRODUCTION

### A. Background

According to Sasmedi (2004:2) students' learning outcome, which was still considered as unsuccessful, has always been the focus of criticism towards the failure of teaching English in Indonesia. As a consequence English teachers are demanded to be responsible for the failure in making the students capable of using English for communication both productively and receptively. To alleviate this ordeal, educators, practitioners, and policy makers quite often pay very much attention to research dealing with the curriculum, methodology and teachers excluding such significant variables as the learner perspective. They were rarely taken the learner perspective into consideration as a very important contribution to the learning process.

In Indonesia, English which was regarded as foreign language becomes one of important subject taught at school, thus based on Curriculum 2013, Senior High School Students are expected to be able to master four skills; listening, speaking, reading, and writing. All four of skills are learnt to the students in order to be able to communicate, whether oral or written. The skill of four related and inseparable description the one with the other. It shows that each ability related to the underlying thought processes of someone able to communicate.

Reading is one of the four skill language that have an important role as a major key to obtain the science knowledge. Harmer (2001:68) states that

reading provides opportunities to study other language skills and components: vocabulary, grammar, punctuation and the way we construct sentences, paragraphs, and texts. Thus, reading is the basic skill that is used to learn the English language itself and also other sciences needed by the students. Grellet (1996:8) states that reading is an active skill that constantly involves guessing, predicting, checking, and asking oneself questions. It means that reading is a process of understanding better a written text that has been read. Reading is always related to comprehension. Reading comprehension is the purpose of understanding and constructing meaning from a piece of text.

In Curriculum 2013 of Senior High School was recommended by the government, one of reading text is knowing about narrative text. According to Anderson and Anderson (2003:8) Narrative text is telling story and its purpose is to entertain the reader or listener. It consists of orientation, complication of problem, a sequence of events, resolution and code.

A successful teaching learning process is an activity when both students and teacher are able to touch and achieve the goal of that learning. Here is that the students are able to comprehend the words, sentences, paragraph, and the whole text which is learned. This activity needs a strategy in gaining that goal. One of the several strategies that can be applied is Collaborative Strategic Reading (CSR).

According to Klingner and Vaughn (2001:292), Collaborative Strategic Reading (CSR) combines reading comprehension strategy instruction and cooperative learning that teachers can implement. This collaborative strategy

has four steps. They are brainstorming and predicting (preview), monitoring understanding (clink and clunk), finding the main idea (get the gist), and reviewing (wrap up). This strategy is better to be applied simultaneously with cooperative learning, which students are able to work in group. This strategy is expected to be able to make fun and qualifying class.

Researcher chose SMA Negeri 3 Jenepono because based on interview by Hasmiah, S.Pd as English teacher class XI IPA. She said many students have problem in learning English specially on reading comprehension. That can be seen from the students' score that did not get the standard English subject in curriculum is 74, but that students were only on 60. The english teacher tried to know problem in learning English.

Through an experiment had been done by the researcher, the knowledge of Class XI IPA 1 SMA Negeri 3 Jenepono students in mastering the four skills in English, The researcher found that the students were poor in reading comprehension. Based on explanation above, the researcher though that CSR can be an alternative strategy for students when doing reading comprehension. To prove this, the researcher conducted a pre-experimental research design to get the evidence whether CSR can effective on students' reading comprehension of narrative text. CSR is supposed to be interesting alternative technique that will help the students to organize their ideas of a text, so that the comprehend the text easily. This study focuses on students' reading comprehension achievement, especially in reading narrative text.

Therefore, CSR is expected to be one of alternative strategies of teachers in learning reading comprehension before use only conventional (traditional) strategies. Based on the explanation above, the researcher carried out a research under the title “*The Effectiveness of Using Collaborative Strategic Reading (CSR) to Improve Students’ Reading Comprehension at the Eleventh Grade of SMA Negeri 3 Jeneponto*”.

#### **B. Problem Statement**

In relation to the background above, the researcher formulates problem statement of the research in question form as follows:

1. Does students’ reading comprehension in term of literal comprehension improve using Collaborative Strategic Reading (CSR) at Eleventh Grade Students of SMA Negeri 3 Jeneponto?
2. Does students’ reading comprehension in term of reorganization improve using Collaborative Strategic Reading (CSR) at Eleventh Grade Students of SMA Negeri 3 Jeneponto?

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

Relating to the research question above, the researcher states that objective of the study is formulated as follows:

1. To find out the improvement of students’ reading comprehension in terms of literal by using Collaborative Strategic Reading (CSR) at Eleventh Grade Students of SMA Negeri 3 Jeneponto.



2. To find out the improvement of students' reading comprehension in terms of reorganization by using Collaborative Strategic Reading (CSR) at Eleventh Grade Students of SMA Negeri 3 Jeneponto.

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

It is expected that the findings of the reasearch are great valuable information and contribution to the readers in general and especially to the teacher English and the students to improve their reading narrative text using Collaborative Strategic Reading (CSR). It is also hoped to be useful information for further researchers to get ideas on this research.

#### **E. Scope of the Research**

The scope of the study focused on using Collaborative Strategic Reading (CSR) to improve the students' reading comprehension at the Eleventh Grade of SMA Negeri 3 Jeneponto that is limited on the students' literal and reorganization of reading narrative text. Literal comprehension dealt with main idea and details. In main idea feature, the students are hoped to identify an explicit statement from narrative text. In details feature, the students are required to identify facts such as the names of character, the time, or the place of the text. Reorganization dealt with summarizing.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Related of the Research

There are four the previous related of the research about Collaborative Strategic Reading (CSR):

1. Nurhayati (2015) in her thesis, "*The Effectiveness of Using Collaborative Strategic Reading (CSR) on Students' Reading Comprehension of Narrative Text*" she found that Collaborative Strategic Reading is effective to improve students' reading comprehension at First Grade SMA Mathla'ul Huda Parung Panjang-Bogor. She is dividing two class. It is experimental class use Collaborative Strategic Reading and control class use Grammar Translation Method class. The score of experimental class is 25.50 and control class is 14.50. it is mean experimental group more effective than control class.
2. Khonamri and Kharimabadi (2015) in her thesis, "*Collaborative Strategic Reading and Critical Reading Ability of Intermediate Iranian Learners*" she found CSR instruction can improve students' critical reading. The results of the self designed questionnaire and interview revealed that students was a positive attitude toward CSR.
3. Thomas (2015) in his journal, "*Collaborative Strategic Reading (CSR): A Comprehension Strategy to Enhance Content Area Learning*" Although CSR was developed to help students with learning disabilities and limited English proficient students, CSR has positively impacted the standardized

reading comprehension tests scores for average and high average achieving students. CSR improves reading comprehension, develops cooperative skills, and enhances students overall performance and achievement in any subject.

4. Oladele and Oladele (2016) In his journal “*Effectiveness of Collaborative Strategic Reading and Whole Language Approach on Reading Comprehension Performance of Children with Learning Disabilities in Oyo State Nigeria Adetoun*”. CSR improved the reading comprehension performance of primary schools students when compared to the whole language approach. CSR that will ensure that students with learning disabilities will be able to tackle narrative and expository comprehension passages need to be employed by teachers at the elementary.

Based on the previous related studies above, the researcher concludes that the using of Collaborative Strategic Reading effectives to improve students’ reading comprehension and students more understand the material in their reading assignments. Collaborative Strategic Reading (CSR) is recommended for teaching in the class. Moreover the researcher interested to know the effectiveness of Collaborative Strategic Reading (CSR) to improve the students’ reading comprehension at Eleventh Grade of SMA Negeri 3 Jeneponto.

## **B. The Concept of Reading**

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

According to Snow (2006:8) Reading means getting meaning from print. The essence of reading is a transaction between the words of an author and the main goal of reading instruction must be comprehension above all and students understand what is on a page. It is mean the general of reading as a transaction between the author and the reader in getting the meaning of the written text. Another definition according to McNamara, (2007: 3) reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. It means when readers read. They use knowledge, skills, or strategies to conclude what the meaning is.

According to Hill (2008:176), there are three main steps in reading lesson:

- a. Before reading, the teachers build up the students' prior knowledge and link this to the book being read. Sometimes teachers talk through the book or build up semantic webs so that the new vocabulary in the book can be discussed and classified.
- b. During reading, teachers often use prompts to support students to problem solve and use several information sources such as the meaning, syntax to figure out the print



- c. After reading, teachers plan a range of activities for the students to practice what they need so they can become more independent readers.

Based on the statements above, it is important to know the steps of reading lesson. They are used as guidance for the teacher of how to teach reading through good steps. It means that the process of teaching and learning should be arranged as systematically. Learning language that very important for reader because they get message and information from material that has read.

## **2. Type of Reading**

McDonald (2012:1) note four main types of reading techniques are the following:

- a. Skimming

Skimming is sometimes referred to as gist reading. Skimming may help in order to know what the text is about that it is most basic level. Reader might typically does this with a magazine or newspaper and would help mentally and quickly shortlist those articles which might consider for a deeper read. Reader might typically skims to search for a name in a telephone directory.

- b. Scanning

Picture self visiting a historical city, guide book in hand. Reader would most probably just scan the guide book to see which site that want to visit. Scanning involves getting eyes to quickly scuttle across

sentence and is used to get just a simple piece of information. Interestingly, research has concluded that reading off a computer screen actually inhibits the pathways to effective scanning and thus, reading of paper is far more conducive to speedy comprehension of texts.

c. Intensive

Intensive reading is going to be far more time consuming than scanning or skimming. If reader needs to list the chronology of events in a long passage, he will need to read it intensively. This type of reading has indeed beneficial to language learners as it helps understand vocabulary by deducing the meaning of words in context. It moreover, helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long term memory.

d. Extensive

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading. It is unlikely that students will undertake extensive reading of a text they do not like. It also requires a fluid decoding and assimilation of the text and content in front of reader. If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary, reader is breaking his concentration and diverting his thoughts.

## **C. The Concept of Reading Comprehension**

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

Reading comprehension is important level in reading activity. According to Snow (2002:11), “Reading comprehension is increase the successful of reading instruction and the reader who read accurately and rapidly for progressing well in comprehension”. It is mean the students who have a good reading skill should be improved to be a good comprehend.

Grellet (1981:34-98) stated, “Reading comprehension activities should be suited to the text and to one’s reason for reading them.” It means that to read the text need an activity to make the meaning text is clearly, whether it comes from the main idea, the author side and conclusion. Reading comprehension is understand the meaning of the text. Tankersley (2003:2) explain that reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metabolic controls are the content being read. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. The statement above means that when the reader read for comprehension and understanding , it can make thoughtful process. One of the things that good readers do the reading process is to make connection between knowledge and the new information in the text.

## 2. Type of Reading Comprehension

According to Patel and Jain (2008:115-121) the types of reading are:

### a. Intensive Reading

Intensive Reading Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

### b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

### c. Reading Aloud

Reading Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading

aloud is the achievement or better speaking ability and the pronunciation of the students. According to Elizabeth (2003:13) aloud reading means reading a book by producing sounds audible to other. Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

#### d. Silent Reading

Silent Reading Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary. According to Elizabeth (2003: 3) silent reading means reading something without producing sounds audible to other. In silent reading the students can more easily work at their own material pace or speed.

### **3. The Level of Reading Comprehension**

According to Clymer (1968:19) there are five the level of reading comprehension:

a. Literal Comprehension

Literal comprehension indicates a student can simple passage. Literal comprehension focus on ideas and information which are explicitly stated in the selection. Literal comprehension deals with main ideas, details, a sequence, comparison, cause and effect relationships, and character traits of reading selection.

In main idea feature, the students are asked to locate or identify an explicit statement from reading selection. Details feature, the students are required to locate or to identify facts such as the names of characters, the time, or the place of the reading selection. A sequence future, the student is required to locate or identify the order of incidents or actions explicitly stated in the selection. Comparison future, the student is requested to locate or identify likenesses and differences in characters, times, and places that are explicitly stated in the selection. Cause and effect relationships future the student in this instance may be required to locate or identify the explicitly stated reasons for certain happenings or actions in the selection. In character traits future the student is required to identify or locate explicit statements about a character which help to point up the type of person he or she is.

b. Reorganization

Reorganization requires the students to summarize, analyze, synthesize, and organize ideas or information explicitly stated in the selection. To produce the desired thought product, the reader may

utilize the statements of the author verbatim or he may paraphrase or translate the author's statements.

Kissner (2006:8) notes there are four important characteristics of a summary, namely:

- 1) A summary should be shorter than the original text.
- 2) A summary should include the main ideas of the text.
- 3) A summary should reflect the structure and order of the original text.
- 4) A summary should include important details.

c. Inferential Comprehension

Inferential comprehension is demonstrated by the student when he uses the ideas and information explicitly stated in the selection, his intuition, and his personal experience as a basis for conjectures and hypotheses. Inferences drawn by the student may be either convergent or divergent in nature and the student may or not be asked to verbalize the rationale underlying his inferences. In general, then, inferential comprehension is stimulated by purposes for reading and teachers' questions which demand thinking and imagination that go beyond the printed page.

d. Evaluation

Purposes for reading and teacher's questions, in this instance, require responses by the student which indicate that he has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other

written sources, or with internal criteria provided by the reader's experiences, knowledge, or values. In essence evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence.

e. Appreciation

Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the students to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the knowledge of and the emotional response to literary techniques, forms, styles, and structures.

**D. The Concept of Collaborative Strategic Reading (CSR)**

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

According to Ziyaeemehr (2012:2) Collaborative strategic reading is created to enhance students' comprehension of text. Specifically it is designed to teach and activate reading comprehension strategies. In this regard students work in collaborative groups with defined roles to engage in reading.

According to Klingner and Vaughn (2001: 235-237) define CSR as a practice in which "students of mixed reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies to facilitate their comprehension of content area text". It is mean



CSR can become facilitate for students for comprehension of the text. Collaborative Strategic Reading (CSR) divided into before reading (Preview), during reading (Click and Clunk, and Gist strategies), and after reading (Wrap up), which are explained below.

1) Before Reading: Preview

The teacher and students preview the text together to activate background knowledge, make connection between the day's topic and prior learning, predict what might be learned, and set a purpose for reading. During this phase, the teacher guides students to scan the title, heading, pictures, and charts or tables in the passage(s). The teacher prompts students to brainstorm what they already know about the topic and invites them to share ideas with their classmates.

2) During Reading: Click and Clunk, and Get the Gist

During reading, students use a strategy called Click and Clunk to monitor comprehension and identify confusing words or concepts. When the text makes sense, it clicks; when it does not, it clunks. Once students have finished a section, they apply various fix-up strategies to the unknown words and concepts: (1) re-read the sentence with the clunk in it and determine if they can find a meaning from contextual clues; (2) re-read the sentence with the clunk and the sentences before or after, looking for clues to help figure out the clunk; (3) break the word apart and look for a prefix, suffix, or a root word; and (4) look for cognates that makes sense. In order to ensure the accuracy of the definition they have generated,

students return to the text and insert the new definition to confirm that it makes sense. After students repair their clunks, they move on to the Get the Gist phase, where they determine the main idea in the section of the text they have just finished reading.

### 3) After Reading: Wrap Up

After reading, students wrap up. They do this by formulating and answering teacher-like questions about the text they have just read and by identifying the most important ideas in the passage. They try to think of easier and more challenging questions that require an understanding of the passage as well as connection with prior knowledge. Finally, students write down one or two of the most important ideas from the passage. They must be prepared to justify why they think their choices of ideas are important.

## **2. The Purposes of Collaborative Strategic Reading (CSR)**

There are some purposes of Collaborative Strategic Reading (CSR). According to Nurhayati (2015:13) “The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students’ involvement.” It means that Collaborative Strategic Reading (CSR) is designed to maximize students’ engagement and help all students to be successful in improving their reading comprehension. The benefits of Collaborative Strategic Reading (CSR) as follows:

- a. Promoting student and academic achievement
- b. Increasing students retention

- c. Enhancing students' satisfaction with their learning experience
- d. Helping students' development skills in oral communication
- e. Developing students' social skills
- f. Promoting students' self-esteem
- g. Helping to promote positive race relation

Based on the explanation above the purpose of Collaborative Strategic Reading (CSR) is to facilitate the students to improve their reading comprehension by working in group and to better understand the material in their reading assignments.

### **3. The Procedure of Collaborative Strategic Reading (CSR)**

According to Bremer, Vaugh, Clapper, and Kim (2002:1) CSR can be implemented in two phases: teaching the strategies and cooperative learning group activity or student pairing.

#### **a. Phase 1. Teaching the Strategies**

In this phase, students learn four strategies: preview, click and clunk, get the gist, and wrap up.

##### **1) Before Reading:**

Preview

a) Brainstorm: what do we already know about the topic?

b) Predict: what do we think we will learn about the topic when we read the passage? (the first passage or section)

##### **2) During Reading**

Click and Clunk

a) Where there are any parts that we hard to understand (clunks)?

b) How can fix the clunks? Use fix-up strategies:

- Reread the sentence and look for key ideas to help you understand the word.
- Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
- Look for a prefix or suffix in the word.
- Break the word apart and look for smaller words.

Get the Gist

a) What is the most important person, place, or think?

b) What is the most important idea about the person, place, or think?

3) After Reading

Wrap Up

Ask questions: what questions would show we understand the most important information? What are the answers to those questions?

b. Phase 2. Cooperative Learning Group Roles

In cooperative groups, each student must have a key role and responsibility for their group success. They also need a preparation in order to work productively and effectively. The procedures for using in groups as follows:

1) Set the stage

First, the teacher assigns students to groups. Each group should include about four students of varying ability. Then, the teacher assigns roles to students. Roles should rotate on a regular basis so that students can experience a variety of roles. Possible roles include a leader, a clunk expert, a gist expert, an announcer, and a timekeeper.

## 2) Materials

The following materials may be helpful as a teacher assists students to use CSR.

a) Reading materials. When selecting reading materials for CSR, the following factors are recommended for consideration:

- Providing cues that help students predict what they will be learning
- Having one main idea in a paragraph
- Providing context that helps students connect information

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

- Reread the sentence with the clunk and look for key ideas to help you figure out the word – think about what makes sense
- Reread the sentences before and after the clunk looking for clues
- Look for a prefix or suffix in the word that might help

- Break the word apart and look for smaller words that you know.
- c) Cue Cards. Cue card outline the procedures to be followed in a cooperative learning group. They remind students of each step of CSR for each role. Each role comes with a corresponding cue card that explains the steps to be followed to fulfill that role.
- d) Learning log. CSR learning logs serve two roles:
- Written documentation of learning, assuring the individual accountability that facilitates cooperative learning and
  - Study guides for students.
- e) Timer (optional) that students set by themselves can help groups to remain on task.
- f) Score card (optional). The scorekeeper in a group follows a cue card to find out when to award points, and records these points on a score card.

Based on the explanation above, it can be concluded that in CSR, readers are engaged to generate their pre-existing knowledge by previewing overall look of the text while looking at non linguistics features such as ; charts, pictures, and, diagram. Through this process, the readers predict what they will learn from the text. CSR engages students to work in small group cooperatively, so they have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skill.

#### **4. Teaching Reading Using Collaborative Strategic Reading (CSR)**

According to Nurhayati (2015:17) The following is procedures in teaching narrative text using Collaborative Strategic Reading (CSR):

- a. Introduce the procedure of Collaborative Strategic Reading (CSR). The teacher tell students about the advantages in learning reading using Collaborative Strategic Reading (CSR) and explain them that Collaborative Strategic Reading (CSR) is useful for them to develop their reading comprehensions of narrative text.
- b. Devide students into small groups. Each group consists of five until six students. After all students get a group, they have to choose the role as a leader, a clunk expert, a gist expert, an announcer, encourager, and a timekeeper.
- c. Teacher give students the instruction to practice reading activity using Collaborative Strategic Reading (CSR) including Preview, click and clunk, get the gist, and wrap up
- d. Teacher control all the group when the students work and help if they find problem.
- e. Retell the text in front of the class and other students give their argument.
- f. Teacher gives students some question related to the text. This activity is done individually. After finishing, they collected the answer sheet. Finally, make an evaluation about students' answer. It will make the teacher knows their score in reading comprehension.

## **E. The Concept of Narrative Text**

### **1. Definition of Narrative Text**

According to Harrison (2004:177) Narrative is a text focusing on specific participants. It is social function to tell stories or past events and entertain the readers. Narrative is a fundamental tool in the construction of inter subjectivity the ability to recognize mental states in ourselves, and through imagination and projection to recognize the potential reciprocity of mental states in others their beliefs, intentions, desires and the like – and it is this (and not simply the existence of language) that makes us distinctive as human beings.

### **2. Generic Structure of Narrative Text**

According to Mislaini (2015:34) the narrative text structure is as follows:

#### **a) Orientation**

Orientation is the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings ).

#### **b) Complication or Problem**

In this paragraph which became the core of the narrative text. Without any problems, this text is only one form of exposure to events that followed with another event. Problems that arise can be distinguished :



### 1) Natural Conflict

Namely the problems that arise because of the perpetrator stories dealing with the forces of nature.

### 2) Social Conflict

Namely the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.

### 3) Psychological Conflict

Namely the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

### c) Resolution

That problem can be solved. In Narrative text, any problems that appear to be no solution, can be closed with a happy ending (happy ending) or not slightly ended tragically, the sad (sad ending).

## **3. Language Feature of Narrative Text**

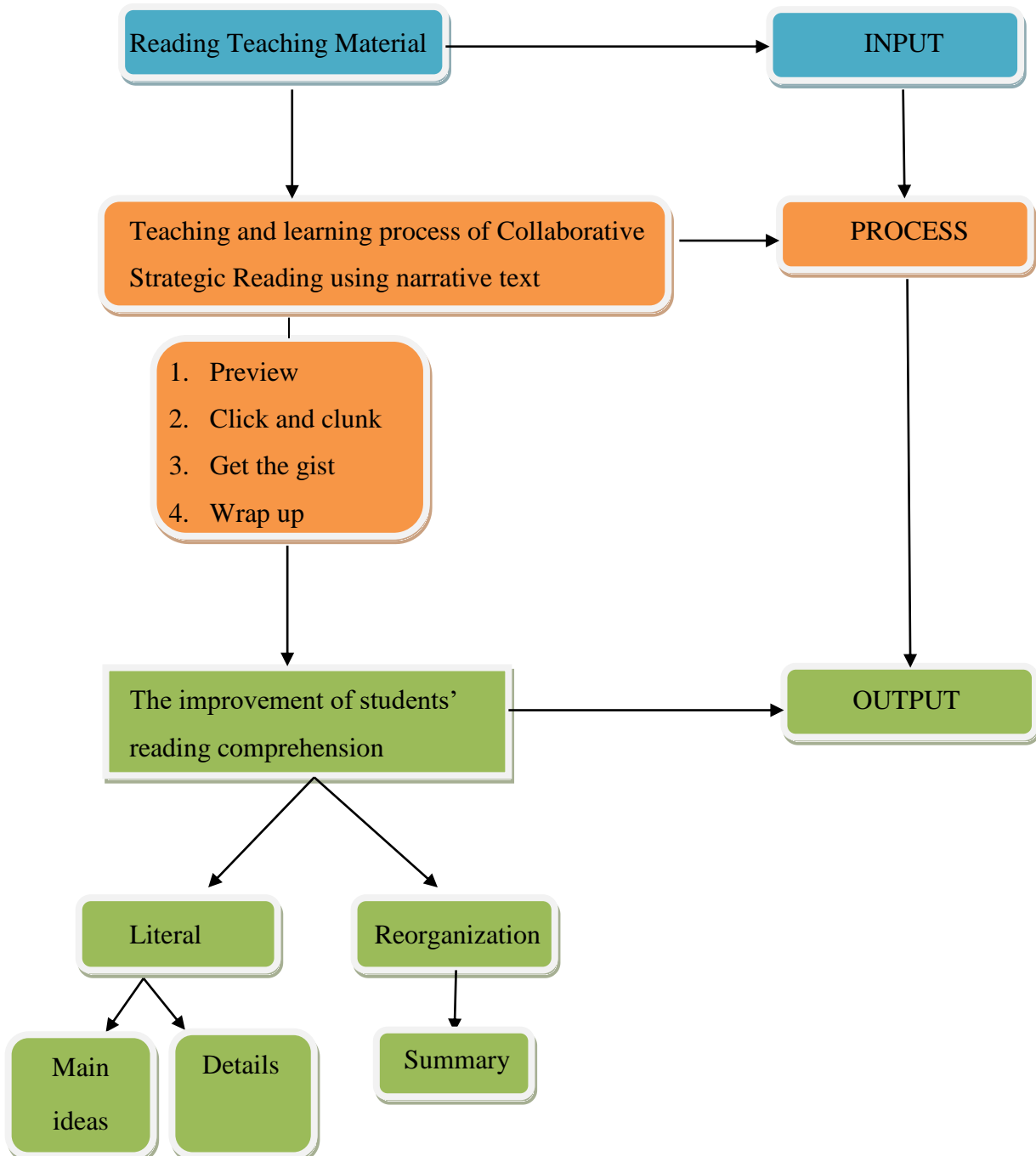
According to Mislaini (2015:35) there are three language features of narrative text, namely:

- a. Using processes verbs
- b. Using temporal conjunction
- c. Using Simple Past Tense
- d. Usually begins with the adverb of time (Adverbs of Time). Such as : long time ago, once, one, once upon a time.

## F. Conceptual Framework

The conceptual framework of the research is present by the showing the following diagram

**Figure 2.1 Conceptual Framework**



## **G. Hypothesis**

This research formulates the hypotheses as follows:

- (H<sub>0</sub>): the use of the Collaborative Strategic Reading does not have significantly to students' reading comprehension.
- (H<sub>1</sub>): the use of the Collaborative Strategic Reading has significantly to students' reading comprehension

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Research Design**

In this research, the researcher used Pre-experimental Design. There was one class as the sample. Pre-test, treatment, and post-test was given to the sample. The design of this research as proposed by Arikunto (2006:85) was following:

O <sub>1</sub>	X	O <sub>2</sub>
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**Table 3.1 Research Design**

Where:

O<sub>1</sub>: Pre-test

X : Treatment use Collaborative Strategic Reading (CSR)

O<sub>2</sub>: Post-test

**1. Pre-test**

The researcher gave pre-test to seven questions before giving students treatment. There were five questions that the researcher gave in term of details, one question was the researcher gave in term of main idea, and one question was the researcher gave in term of reorganization question. It was intending to see the students' prior knowledge on reading comprehension.

**2. Treatment**

Treatment was the researcher used Collaborative Strategic Reading (CSR) as treatment for the students in six meetings. In each

meeting, There was six procedure in teaching narrative text of using Collaborative Strategic Reading (CSR)

- a. Teacher Introduce the procedure of Collaborative Strategic Reading (CSR). Teacher talked students about the advantages in learning reading using Collaborative Strategic Reading (CSR) and explained them that Collaborative Strategic Reading (CSR) was useful for them to develop their reading comprehensions of narrative text.
- b. Teacher devided students into small groups. Each group consisted of five until six students. After all students got a group, they have to choose the role as a leader, a clunk expert, a gist expert, and an announcer.
- c. Teacher gave students the instruction to practice reading activity using Collaborative Strategic Reading (CSR) including Preview, click and clunk, get the gist, and wrap up
- d. Teacher controled all the group when the students worked and helped if they found problem.
- e. Retell the text in front of the class and other students gave their argument.
- f. Teacher gave students some question related to the text. This activity was done individually. After finishing, they collected the answer sheet. Finally, teacher made an evaluation about students' answered. It made the teacher knows their score in reading comprehension.

### **3. Post-test**

Post-test was the researcher gave students question after the students gave pre-test and treatment. In the post-test the researcher gave test that had been given in the pre-test, which the same as pre-test form. It aims at finding out the result of treatment.

## **B. Population and Sample**

### **1. Population**

The population of this research was the students Eleventh Grade Students of SMA Negeri 3 Jenepono 2016/2017 academic year which has six classes. There were three class XI IPA and three class XI IPS. The total populations were 129 students.

### **2. Sample**

The researcher took one class sample of the research. Sample of the research was one class, especially XI IPA 1 that consists of 22 students. It used treatment Collaborative Strategic Reading (CSR). This sample was choosing by purposive sampling technique. The researcher applied purposive sampling because it was the best technique in assuring the representativeness of the sample from the accessible population.

## **C. Research Variables and Indicators**

### **1. Research Variable**

There were two variables in this research. There were dependent variable and independent variable.

- a. The independent variable was Collaborative Strategic Reading (CSR) used in reading a narrative text at the Eleventh Grade Students of SMA Negeri 3 Jeneponto In the Academic Year 2017/2018.
- b. The dependent variable was students' ability in reading comprehension a narrative text to the Eleventh Grade Students of SMA Negeri 3 Jeneponto In the Academic Year 2017/2018.

## 2. Research Indicators

The indicators of students' comprehension in reading narrative were literal comprehension and reorganization. Literal comprehension was measured from knowing main idea and details of narrative text. Reorganization was measured from summarizing.

### **D. Research Instrument**

In this section, the research used reading test for collecting data. Reading test, there were two kinds of test to measure students' reading comprehension, namely pre-test and post-test. Those tests were in the form of essay test that contains of two parts. The first part consist of six question, where five questions were for details and one question was for main idea in literal comprehension area. The second part was reorganization area which consisted of one instruction to make summary. The researcher used test consisting of pre-test and post-test. From the test, researcher of knew whether the treatment is effective or not to improve students' reading comprehension.

### E. Procedure of Collecting Data

Collecting the data was the most important activity in the research in collecting data:

- a. The researcher made research instrument.
- b. The researcher asked permission from the institute.
- c. The researcher came to SMA Negeri 3 Jeneponto.
- d. The researcher took the data for knowing population at Eleventh Grade SMA Negeri 3 Jeneponto.
- e. The researcher had chosen XI IPA 1 class by purposive sampling technique for using Collaborative Strategic Reading (CSR).
- f. The researcher gave pre-test to students.
- g. The researcher gave Collaborative Strategic Reading (CSR).
- h. The researcher gave question for individual answer.
- i. The researcher gave post-test to students.

### Scoring Rubric

The steps undertaken in quantitative employing the following formula:

#### ➤ Literal Comprehension

a. Table 3.2 Rubric of Main Idea

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10



(Harmer in Fitri, 2013:29)

$$\text{Score} = \frac{\sum X}{\text{Maximum Score}} \times 100$$

**b. Table 3.3 Details**

No	Criteria	Score				
		1	2	3	4	5
1	Full and correct answer	20	20	20	20	20
2	Short answer	15	15	15	15	15
3	Incorrect answer	5	5	5	5	5
4	No answer	0	0	0	0	0

(Hecklemen in Fitri, 2013:29)

$$\text{Score} = \frac{\sum X}{\text{Maximum Score}} \times 100$$

**➤ Reorganization**

The summary was measured by following criteria

**Table 3.4 Rubric of Reorganization**

No	Criteria	Score (checklist)
1	Shorter than the original text	
2	Including the main ideas of the text	
3	Reflecting the structure and order of the original text	
4	Including important details	

(Kissner, 2006:8 )

$$\text{Score} = \frac{\sum X}{\text{Maximum Score}} \times 100$$

**F. Techniques of Data Analysis**

The data which were gotten from pre test and post test were analyzed through following steps:

1. Scoring the students correct answer of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number of Items}} \times 100\%$$

2. After collecting the data of the students, we classify the score of the students into the following criteria:

**Table 3.5 Classify the Score of the Students**

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

(Depdiknas, 2006: 38)

3. Calculation the mean of the students answer by using formula:

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

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

$\sum X$  = The raw of all score

N = The number of subjects (Gay, 2006:320)

4. The percentage of increasing achievement used the following formula:

$X_2 - X_1$

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

Where: P = Percentage

$X_2$  = Average score of Post-test

$X_1$  = Average score of Pre-test (Arikunto, 2006:23 )

5. Finding out the standard deviation of learners pre test and post test :

$$s^2 = \frac{n \sum X_1^2 - (\sum X_1)^2}{n(n-1)}$$

Where:  $s^2$  = Standard deviation

$\sum X_1^2$  = The sum of all score

$\sum X_1$  = The square of the sum

n = The number of the students (Usman, 2003:98)

6. The percentage of students' reading comprehension in pre-test and post-test

$$P = \frac{F}{N} \text{ (Sudjana, 2010:83)}$$

7. The significance difference between the students' pre- test and post-test, the researcher applied the formula as follow:

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

Where:

T = Test of significance

D = The difference between the method pairs (  $X_1 - X_2$ )

$\bar{D}$  = The mean of Ds

$\sum D^2$  = The sum of the square

$$\left(\sum D\right)^2 = \text{The square of } \sum D$$

N = Number of students (Gay, 2006:356)

8. The criteria for the hypothesis testing was follows:

**Table 3.6: Hypothesis Testing**

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

(Sugiyono, 2010:317)

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

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. The Findings**

The findings of this research contains clear answer to the problem statements as obtainable objective of the research which it aims to find out the improvement of the students' reading comprehension in term of literal and reorganization by using Collaborative Strategic Reading (CSR) at the Eleventh Grade of SMA Negeri 2 Binamu. The result has proved that the method was successful to improve the students' reading comprehension. It can be seen the result data of analysis through the result with the students' scores of pre-test and post-test, the frequency and the rate percentage of the students' scores, the improvement of the students' reading comprehension and hypothesis testing of the samples as follow:

##### **1. Data Analysis of Reading Comprehension**

The data of reading test of the students were obtained by literal comprehension (main idea and details) and reorganization (summary). It can be seen the result data of analysis through the result with the students' scores of pre-test and post-test. In order to know the students' reading comprehension, the score of the literal comprehension and reorganization observed as follows:

**Table 4.1 Rate Percentage and Frequency of the Students Literal Comprehension**

No.	Classification	Score	Literal			
			Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	0	0	8	36.4%
2	Very Good	86-95	0	0	2	9.1%
3	Good	76-85	0	0	1	4.5%
4	Fairly Good	66-75	2	9.1%	1	4.5%
5	Fair	56-65	5	22.7%	3	13.6%
6	Poor	36-55	8	36.4%	6	27.4%
7	Very Poor	0-35	7	31.8%	1	4.5%
<b>Total</b>			<b>22</b>	<b>100%</b>	<b>22</b>	<b>100%</b>

The table 4.1 shows the result of students' reading comprehension in term of literal in pre-test and post-test. In pre-test, 2 students (9.1%) got *Fairly Good*, 5 students (22.7%) classified into *Fair*, 8 students (36.4%) got *Poor*, 7 student (31.8%) classified into *Very Poor*, and no body got *Excellent*, *Very Good*, and *Good* in pre-test. In post-test, there were 8 students (36.4%) classified into *Excellent*, 2 score students (9.1%) classified into *Very Good* score, 1 student (4.5%) classified into *Fairly Good* score, 3 students (13.6%) got *Fair* score, 6 students (27.3%) classified into *Poor* score and 1 students (4.5%) classified into *Very Poor* score nobody classified into *Good*.

**Table 4.2 Rate Percentage and Frequency of the Students Reorganization**

No.	Classification	Score	Reorganization			
			Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	0	0	3	13.6%
2	Very Good	86-95	0	0	0	0
3	Good	76-85	0	0	0	0
4	Fairly Good	66-75	0	0	7	31.8%
5	Fair	56-65	0	0	0	0
6	Poor	36-55	10	45.5%	6	27.3%
7	Very Poor	0-35	12	54.5%	6	27.3%
<b>Total</b>			22	100%	22	100%

The table 4.2 shows the result of students' reading comprehension in term of reorganization in pre-test and post-test. In pre-test, 10 students (45.5%) classified into *Poor*, 12 students (54.5%) classified into *Very Poor* and no body got *Excellent*, *Very Good*, *Good*, *Fairly Good*, and *Fair*. In post-test, there were 3 students (13.6%) classified into *Excellent*, 7 students (31.8%) classified into *Fairly Good*, 6 students (27.3%) classified into *Poor*, 6 students (27.3%) classified into *Very Poor* and nobody classified into *Very Good*, *Good*, and *Fair*.

## **2. The Improvement of the Students' Reading Comprehension Using Collaborative Strategic Reading (CSR) in Term of Literal Comprehension**

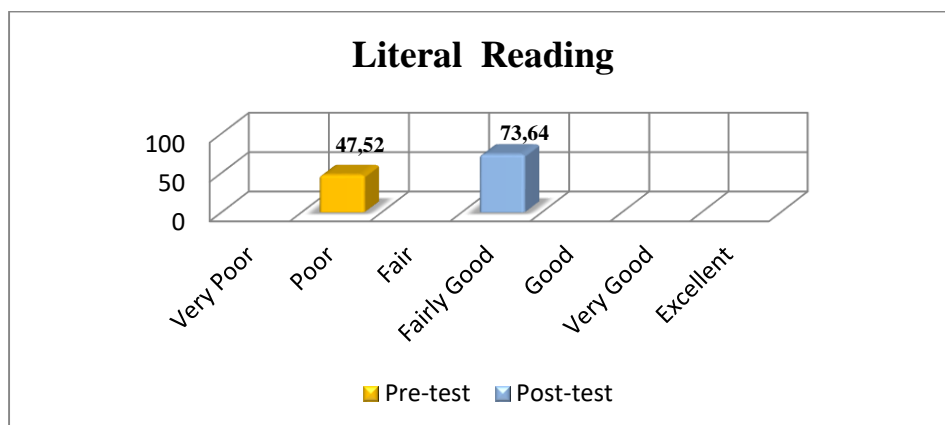
Students' literal reading comprehension using Collaborative Strategic Reading (CSR) have different in pre-test and post-test. In pre-test students still less understand about main idea and sequence of details but after applied Collaborative Strategic Reading (CSR) method the students more understand about main idea and sequence of details, it can be seen clearly on the following table:

**Table 4.3: The Students' Mean Score of Indicators**

No	Indicators	Pre-Test Score	Post-Test Score	Improvement %
1.	Main Idea	46.86	65.91	38.90%
2.	Details	48.18	81.36	68.87%
	X	47.52	73.64	53.88%

The table 4.3 indicates that the improvement of the students' reading comprehension through Collaborative Strategic Reading (CSR) in term of main and details was significantly improved. The students' mean score in pre-test was 47.52 and the students' mean score in post-test was 73.64. Thus, the improvement of the students' literal reading comprehension between pre-test to post-test was 53.88%.

Based on the result of analysis above, it can be concluded that in applied Collaborative Strategic Reading (CSR) in the class, the data was collected through test and showed that the students' literal reading comprehension in term of main and sequence of details was significantly improved. It was more clearly showed in the chart below:

**Chart 4.1. The Improvement of Students' Score in Literal Reading Comprehension**



The chart 4.1 shows that there was improvement of the students in reading comprehension in terms of literal comprehension from pre-test with the mean score was 47.52 (*poor*) to post-test with the mean score was 73.64 (*fairly good*) and the improvement of pre-test to post-test was 53.88%.

### 3. The Improvement of the Students' Reading Comprehension Using Collaborative Strategic Reading (CSR) in Term of Reorganization

Students' reorganization reading comprehension was using Collaborative Strategic Reading (CSR) have different in pre-test and post-test. In pre-test students still less understand about summary but after applied Collaborative Strategic Reading (CSR) the students more understand about summary, it can be seen clearly on the following table:

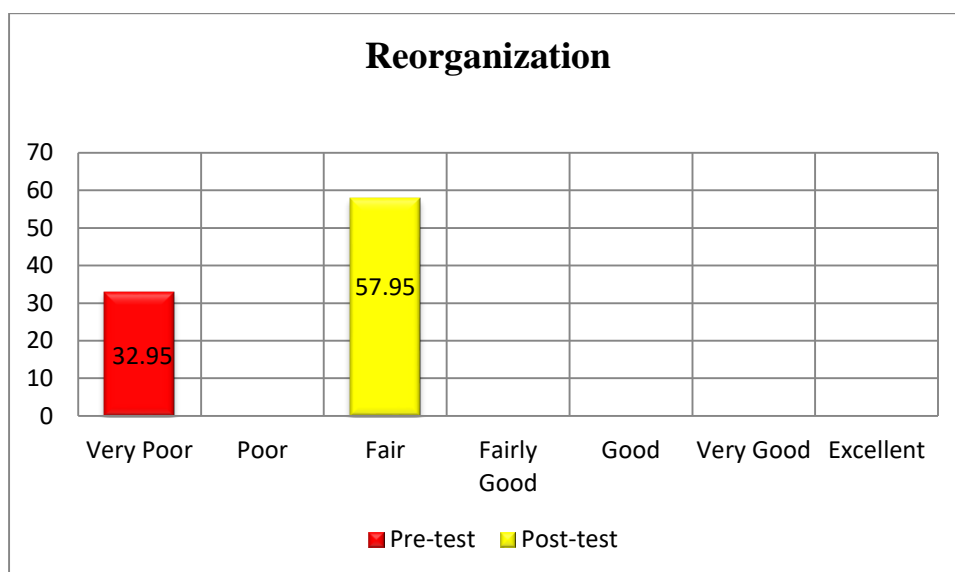
**Table 4.4 The Students' Mean Score of Indicator**

<b>Indicators</b>	<b>Pre-Test Score</b>	<b>Post-Test Score</b>	<b>Improvement %</b>
Summary	32.95	57.95	75.87%

The application of CSR in improving the students' reorganization reading comprehension was dealing with taking notes or making summary based on the text. Based on the table 4.4, pre-test the students was 32.95 mean score and post-test was 57.95 mean score of the 22 students. Thus, the improvement of the students' reading comprehension in term of reorganization between pre-test to post-test was 75.87%. It was showing that, the used of CSR can improve students' reading comprehension in term of reorganization dealt with summary.

Based on the result of analysis above, it can be concluded that the students' score of post-test was higher than pre-test. It means that, there was improvement of the student's achievement in reading comprehension in term of interpretive. It was more clearly showed on the chart below:

**Figure 4.2: The Improvement of Students' Score in Reorganization Reading**



The chart 4.2 shows that there was improvement of the students in reading comprehension in terms of reorganization comprehension from pre-test with the mean score was 32.95 (*Very poor*) to post-test with the mean score was 57.95 (*fair*) and the improvement of pre-test to post-test was 75.87%.

#### **4. The Improvement of the Students' Reading Comprehension Using Collaborative Strategic Reading (CSR) in Term of Literal and Reorganization**

Students' reading comprehension using Collaborative Strategic Reading (CSR) have different in pre-test and post-test. In pre-test students

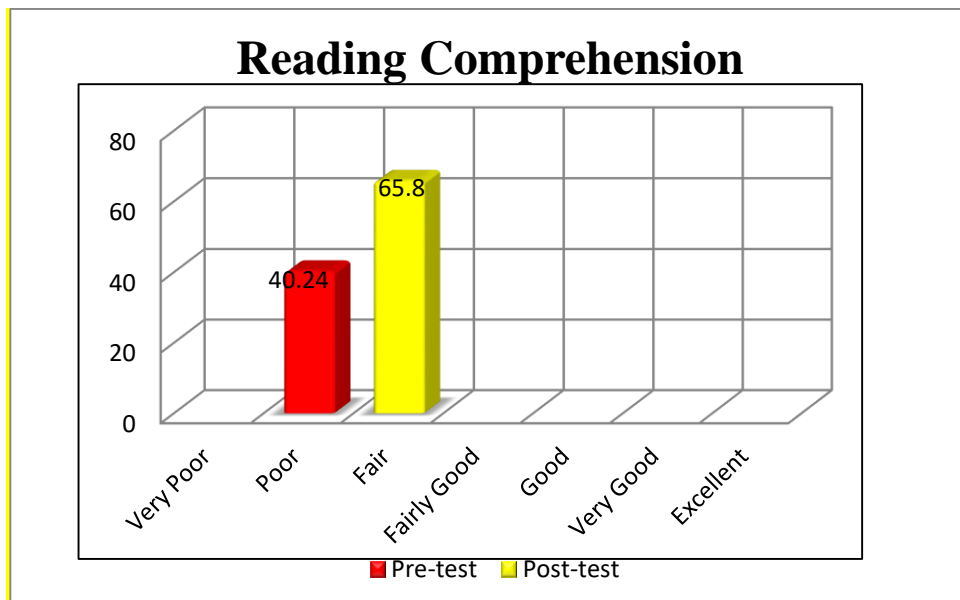
still less understand about literal and interpretive but after applied Collaborative Strategic Reading (CSR) the students more understand about literal and interpretive reading comprehension, it can be seen clearly on the following table:

**Table 4.5 The Mean Score of Students' Reading Comprehension**

No	Indicator	Mean score		Students' Improvement (%)
		Pre-Test	Post-Test	Pre-test to Post-test
1	Literal	47.52	73.64	53.88%
2	Reorganization	32.95	57.96	75.87 %
X		40.24	65.80	64.88%

The table 4.5 indicated that the improvement of the students' reading comprehension by using Collaborative Strategic Reading (CSR) term of literal and reorganization was successful. The students' mean score in pre-test was 40.24 score and the students' mean score in post-test was 65.80 score. Thus, the improvement of the students' reading comprehension between pre-test to post-test was 64.88%. Based on the percentages above there were significant improvement of students' reading comprehension by using Collaborative Strategic Reading. It was more clearly showed on the chart below:

**Chart 4.3: The Improvement of Students' Score in Reading Comprehension**



The chart 4.3 show that, there was improvement of the students in reading comprehension in terms of literal and interpretive comprehension from pre-test with the mean score was test 40.24 (*Poor*) to post-test with the mean score was 65.80 (*Fair*) and the improvement of pre-test to post-test was 64.88%.

##### **5. The Students' Rate Percentage and Frequency of the Pre-Test and Post-Test**

The rate percentage of the students score obtained through reading test and the classifications of the students score pre-test and post test were presented in the table 1 below:

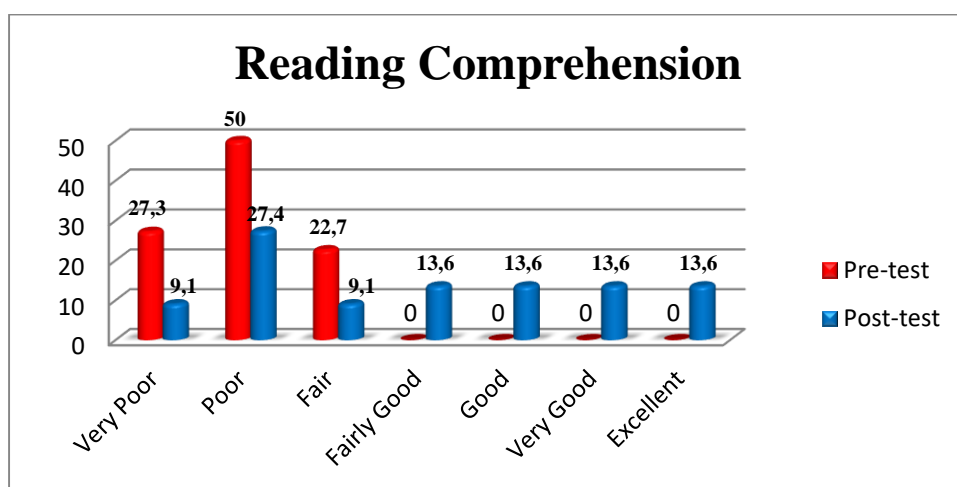
**Table 4.6 The Students' Rate of Percentage and Frequency of the Pre-Test and Post-Test.**

No.	Classification	Score	Reading Comprehension			
			Pre-test		Post-test	
			f	%	f	%
1	Excellent	96-100	0	0	3	13.6%
2	Very Good	86-95	0	0	3	13.6%
3	Good	76-85	0	0	3	13.6%
4	Fairly Good	66-75	0	0	3	13.6%
5	Fair	56-65	5	22.7%	2	9.1
6	Poor	46-55	11	50%	6	27.4%
7	Very Poor	0-45	6	27.3%	2	9.1%
<b>Total</b>			22	100%	22	100%

The table 4.6 shows the result of students' reading comprehension in in pre-test and post-test. In pre-test, there were 5 students (22.7%) classified into *Fair*, 11 students (50%) classified into *Poor*, 6 students (27.3%) classified into *Very Poor* and none of the students can be categorized as *Excellent*, *Very Good*, *Good*, and *Fairly Good*. In post-test, there were 3 students (13.6%) classified into *Excellent*, 3 students (13.6%) classified into *Very Good*, 3 students (13.6%) classified into *Good*, 3 students (13.6%) classified into *Fairly Good*, 2 students (9.1%) classified into *Fair*, 6 students (27.4%) classified into *Poor*, and 2 students (9.1%) classified into into *Very Poor*. The mean score (39.92) indicated that before the treatment were given, the level of the students' reading comprehension in reading test was categorized into *Poor* classification. The mean score (68.41) indicated that after the treatment were given, the level of the students' reading comprehension in reading test was categorized into *Fairly Good* classification.

Based on the rate percentage of the students' score in pre-test to post test. There were significant improvement of students' reading comprehension by using Collaborative Strategic Reading. It was more clearly showed on the chart below:

**Chart 4.4. The Students' Rate of Percentage And Frequency of the Pre-Test And Post-Test**



The chart 4.4 showed the students' reading comprehension from the pre-test and post test, in pre-test none students got *Fairly Good*, *Good*, *Very Good*, and *Excellent*. After using Collaborative Strategic Reading (CSR) in post-test, students got *Fairly Good*, *Good*, *Very Good*, and *Excellent* Classification. It was mean that Collaborative Strategic Reading (CSR) could improve students' reading comprehension in term of literal comprehension and reorganization.

## 6. The Mean Score and Standard Deviation of the Students Pre-Test and Post-Test

After having calculated the result of the students pre-test and post-test, the mean score and the standard deviation of the students' reading comprehension in reading test are presented in the table 3 below:

**Table 4.7 The Mean Score and Standard Deviation of the Students Pre-Test and Post-Test**

Type of test	Mean score	Standard deviation
Pre-test	43.33	13.77
Post test	68.41	22.65

The table 4.7 showed the students' mean score and standard deviation both in pre-test and post-test. The mean score of the result of the students' pre-test was 43.33 which is classified as *Poor* with standard deviation 13.77 and the mean score of the result of the students' post-test 68.41 is classified *Fairly Good* with standard deviation 22.65.

## 7. Hypothesis Testing (t-test of Significant)

Hypothesis testing is needed to find out whether the hypothesis is accepted or rejected. If the result of t-test is higher than t-table' value, the null hypothesis ( $H_0$ ) will be rejected, and if the result of t-test was lower than the t-table' value, the null hypothesis ( $H_0$ ) will be accepted 0.05 with degree of freedom (  $df$  ) =  $N-1$ , Where  $N$ = Number of students (22). It can be seen as follows

$$df = n-1$$

$$df = 22-1, df = 21$$

The test statistical analysis for non independent sample was applied. The result of t-test for reading comprehension focused on literal comprehension and reorganization can be seen below.

**Table 4.8 The t-test of the students' reading comprehension**

Variable	t-test	t-table	Comparison	Classification
$X_2 - X_1$	9.57	<b>2.080</b>	T-Test > T-Table	Significantly Different

Table 4.8 shows the significant difference between T-test and T-table. That t-test value was greater than t-table (T-Test > T-Table), the final result shows that t-test value for the final score of students' reading comprehension was ( $9.57 > 2.080$ ). It means that there is significant difference between the students' reading comprehension before and after using CSR. It is also said that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

## B. Discussions

In this part is presented discussion about findings of students' reading comprehension where this pre-experiment research had answered the question of research in problem statement and it reached the objective of the study. There were improvement of students' reading comprehension in term of literal comprehension and reorganization through the use of Collaborative Strategic Reading (CSR) at the Eleventh Grade of SMA Negeri 3 Jenepono.

According to Klingner and Vaughn Collaborative Strategic Reading (CSR) combines reading comprehension strategy instruction and cooperative



learning that teachers can implement. This Collaborative Strategy Reading (CSR) has four steps. They were brainstorming and predicting (preview), monitoring understanding (clink and clunk), finding the main idea (get the gist), and reviewing (wrap up). This strategy was better to be applied simultaneously with cooperative learning, which students were able to work in group. It was improve students' literal comprehension and reorganization. Beside the assumption of the researcher, it was also supported by the statistical analysis, showing from the result of the students' comprehension in reading test.

The students' mean score after presenting in teaching Reading Comprehension using CSR was better than before the treatment was gave to the students. Before giving treatment, the students' reading comprehension in literal and reorganization were (43.33) *poor*. After giving the treatment, their comprehension was significantly improve in post-test (68.41) categorized as *Fairly Good*.

### **1. The Improvement of the Students' Literal Comprehension Dealt with Main Idea and Details Comprehension Using Collaborative Strategic Reading (CSR)**

There were two aspects in seeing the students' literal comprehension that as Clymer states that literal comprehension deals with main idea and details, so researcher divide the two indicators to see the students' literal comprehension improvement clearly.

### a. Main Idea

According to Clymer literal comprehension focused on ideas and information which were explicitly stated in the selection. In main idea feature, the students are asked to locate or identify an explicit statement from reading selection. Main idea can also help the students more understand what they have read. The students' literal comprehension in terms of main idea improved through CSR. The improvement was known from the students' result test from pre-test and post-test. The students' main idea was measured using Harmer's criteria.

Based on the results of finding that before giving the treatment, the students' literal comprehension was categorized into very poor in main idea on pre-test and after giving the treatment, the students' literal comprehension was categorized as fair in making prediction on post-test. 4.3 above shows that the score of main idea improved (38.90%) from the mean score in pre-test was 46.86 as *Poor* classification to be 65.91 as *Fair* classification in post-test. It indicates that the score of main idea (literal comprehension) in post-test was higher than pre-test. The students' answers in terms of literal comprehension dealt with main idea in pre-test do not understand about main idea. The samples of their answers are presented below :

“But suddenly a horribel beast come out”

They did not answer include a clear generalization that states or implies the main idea as explained by Harmer. Students made mistake

because sample took the second paragraph as the main idea. Actually, Main idea is often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage. Main ideas are also found in the concluding sentences of a paragraph. The main idea can be expressed as a summation of the information in the paragraph as well as a link to the information in the next paragraph.

The students' answered in term of literal comprehension dealt with main idea in post-test was better than pre-test. The students' answered in post-test include a clear generalization that states or implies the main ide as explained by Harmer. The sample of their answering are presented below :

“The main idea of the third paragraph is in the morning, when the merchant left the castle, he saw a beautiful rose in the castle garden.”

The sample answered question including a clear generalization that states or implies the main ide. It was the first sentense of the third paragraph. The sample to added the clear sentence. So, many students got excellent score in term of literal comprehension dealt with main idea.

#### **b. Details**

Details were the second aspect in seeing the students' literal comprehension. According to Clymer details feature, the students are required to locate or to identify facts such as the names of characters,

the time, or the place of the reading selection. Details used to remember the most important information in what you have read and help to understand difficult sentences. So the researcher formulated 5 questions to know the students' literal comprehension in term of details.

Based on the results of finding that before giving the treatment, the students' literal comprehension was categorized into very poor in details on pre-test and after giving the treatment, the students' literal comprehension was categorized fair in making prediction on post-test 4.3 above shows that the score of details improved (68.87%) from the mean score in pre-test was 48.18 to be 81.36 in post-test. It indicates that the score of details (literal comprehension) in post-test was higher than pre-test. The students' answered in term of literal comprehension dealt with details in pre-test does not got correct answer.

The students' answered in term of literal comprehension dealt with details in post-test was better than pre-test. The students' answered in post-test full and correct answer as explained by Hecklement in Fitri. So, many students got excellent score in term of literal comprehension dealt details.

## **2. The Improvement of the Students' Reorganization Dealt with Summary Using Collaborative Strategic Reading (CSR)**

Clymer's statement students' reorganization reading comprehension is dealing with taking notes or making summary based on the text. Summarizing, the student selected statements from the the text.

The researcher formulated one questions to know students' comprehension was measured Kissner (2006:8).

The result of the students' reading comprehension in term of reorganization. Pre-test the students was 32.95 mean score and post-test was 57.95 mean score of the 22 students. The percentage of the students' reorganization reading comprehension was 75.87%. It indicates that the score of summary (reorganization) in post-test was higher than pre-test.

The students' answered in term of reorganization dealt with summary in pre-test was not including the main idea of the text, reflecting the structure and order of the original text, and including important details of the text. Many students just writing the title of the text or writing the first or the last paragraph based on the text. The students' answered in post-test was shorter than the original text, including the main idea of the text, reflecting the structure and order of the original text, and including important details of the text as explained by Kissner. So, many students got excellent score in term of reorganization dealt with summary.

### **3. The Significant Difference of T-test and T-table**

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 21 indicated that t-table value was 2.080 and t-test value was 9.57. Therefore, it can be concluded that statistically hypothesis of ( $H_1$ ) was accepted and the statistically hypothesis of ( $H_0$ ) was rejected. It means that the using of

Collaborative Strategic Reading (CSR) in teaching reading comprehension could improve the students' comprehension of reading.

By seeing the effectiveness of the students' literal and reorganization in reading comprehension, it could be concluded that Collaborative Strategic Reading (CSR) improved the students' comprehension in literal and reorganization in reading. It could be showed from the students' reading test in pretest and posttest. In pre-test, some students were difficult to answered the questions and found out main idea, sequence of details and summary. But, the students' reading comprehension in post-test, which the content of reading comprehension could be understand. And then, the students were easy to answered the questions and found out main idea, sequence of details and summary.

Based on these result of discussion above, it can be concludes that using CSR was able to improve the students' reading comprehension in term of literal comprehension and reorganization. It was also indicated that there was a significant of difference between pre-test and post-test which the t-test was higher than t-table ( $t\text{-test} > t\text{-table}$ ). It means that the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis was rejected ( $H_0$ ).

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the result of data analysis of findings and conclusions in the previous chapter, the researcher concludes that:

1. The students' reading comprehension in terms of literal dealt with main idea and details improve using Collaborative Strategic Reading (CSR) at the Eleventh Grade Students of SMA Negeri 3 Jeneponto. It was proved by the mean score of literal comprehension before and after giving treatment. It was 47.52 becomes 73.64 improve 53.88%.
2. The students' reading comprehension in terms of reorganization dealt with summary improve using Collaborative Strategic Reading (CSR) at the Eleventh Grade Students of SMA Negeri 3 Jeneponto. It was proved by the mean score of reorganization before and after giving treatment was 32.95 (poor) becomes 57.95 (fair) improve 75.87%.
3. The students' reading comprehension using Collaborative Strategic Reading (CSR) at the Eleventh Grade Students of SMA Negeri 3 Jeneponto. It was proved by the mean score before and after giving treatment. It was 43.33 becomes 68.41. The t-test value reading comprehension was greater than t-table ( $9.57 > 2.080$ ).

**B. Suggestions**

In relation to the reading comprehension in this thesis. The researcher would like to give suggestion to the English teacher and the next researcher as follows:

1. For English Teacher at Eleventh Grade Students of SMA Negeri 3 Jeneponto could apply the Colaborative Strategic Reading (CSR) as one of alternative in teaching strategy and learning procces to improve students' reading comprehension.
2. For the next researcher, it is suggested that this research can be used as an additional reference or further research with different discussion for the next researcher.



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# APPENDICES

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Nama Sekolah</b>	<b>: SMA Negeri 3 Jenepono</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: XI/ I</b>
<b>Topik Pembelajaran</b>	<b>: Malin Kundang</b>
<b>Alokasi Waktu</b>	<b>: 2x25 menit</b>
<b>Pertemuan ke</b>	<b>: 1</b>

### A. Standart Kompetensi

#### Membaca

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### B. Kompetensi Dasar :

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*.

### C. Indikator :

1. Mengidentifikasi tokoh-tokoh dalam cerita narasi.
2. Mengidentifikasi setting dalam sebuah cerita.
3. Mengidentifikasi ide pokok dari tiap paragraf dalam cerita narasi.
4. Membuat kesimpulan mengenai cerita narasi

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Mengerti dengan makna teks yang dibaca
2. Menyimpulkan isi teks yang dibaca.

## **E. Materi Pembelajaran**

### **Malin Kundang**

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

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

It had been three months since Malin Kundang left his mother. As his mother had predicted before, he hadn't contacted her yet. Every morning, she stood on the pier. She wished to see the ship that brought Malin kundang home. Every day and night, she prayed to the God for her son's safety. There was so much prayer that had been said due to her deep love for Malin Kundang. Even though it's been a year she had not heard any news from Malin Kundang, she kept waiting and praying for him.

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

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

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

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

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

#### F. Metode pembelajaran

Collaborative Strategic Reading

#### G. Kegiatan pembelajaran

Kegiatan	Uraian Kegiatan	Alokasi Waktu
Pendahuluan	<p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>Guru memberikan salam kepada siswa</li> <li>Guru mengajak siswa untuk berdo'a</li> <li>Guru mengecek kehadiran siswa</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>Tanya jawab tentang pengetahuan/ keterampilan yang terkait dengan KD</li> <li>Guru menjelaskan pentingnya materi yang akan dipelajari</li> </ul>	10 menit
Kegiatan Inti	<p><b>Eksplorasi</b></p> <ul style="list-style-type: none"> <li>Guru menjelaskan tentang teks <i>narrative</i> dan siswa diminta untuk memerhatikannya</li> <li>Guru menjelaskan tentang Collaborative Strategic Reading (CSR)</li> <li>Guru membagi murid ke dalam beberapa kelompok kecil yang terdiri dari 5-6 siswa</li> </ul>	50 menit

	<ul style="list-style-type: none"> <li>• Guru menjelaskan langkah-langkah dalam CSR</li> </ul> <p><b>Elaborasi</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk mengidentifikasi general structure yang terdapat dalam teks <i>narrative</i> secara berkelompok</li> <li>• Guru meminta siswa untuk menyimpulkan isi teks <i>narrative</i></li> <li>• Guru memberikan pertanyaan yang bersumber dari teks tersebut</li> <li>• Guru memberikan kesempatan untuk berfikir, menganalisis, dan bertindak tanpa rasa takut</li> </ul> <p><b>Konfirmasi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik</li> <li>• Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar</li> <li>• Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa</li> </ul>	
Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Bersama-sama dengan peserta didik membuat rangkuman/ simpulan pelajaran</li> <li>• Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram</li> <li>• Memberikan umpan balik terhadap proses dan hasil pembelajaran</li> </ul>	10 menit

## H. Alat dan Sumber Belajar

1. Kertas HVS
2. Papan tulis
3. Spidol
4. Sticky note



5. Baimu English SMA Grade XI Natural Science and Social Science  
Programes

**I. Penilaian**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/soal</b>
<ul style="list-style-type: none"> <li>• Mengidentifikasi tokoh-tokoh dalam cerita narasi.</li> <li>• Mengidentifikasi setting dalam sebuah cerita narasi.</li> <li>• Mengidentifikasi ide pokok tiap paragraf dalam cerita.</li> <li>• Memuat kesimpulan mengenai cerita narasi.</li> </ul>	Tes tulis	Essay	<p>A. Answer the question below based on the text</p> <p>B. Make a Summary</p>

1. Instrument

A. Answer the question below based on the text above.

- 1) Mention the name of character in the story!
- 2) Why did Malin Kundang sail overseas?
- 3) Where did Malin Kundang's mother meet her son after several years?
- 4) Why did Malin Kundang whole body turn into stone?
- 5) What is the main idea of the seventh paragraph?
- 6) Why Malin Kundang's Mother heart was so hurt?

B. Make a summary based on the text!

2. Pedoman Penilaian

➤ **Answer the question below based on the text.**

**a. Rubric of Main Idea**

<b>No</b>	<b>Criteria</b>	<b>Score</b>
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the	30

	story	
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

(Harmer in Fitri, 2013:29)

Score:  $\frac{\sum X}{\text{Maximum score}}$  X 10

**b. Details**

No	Criteria	Score				
		1	2	3	4	5
1	Full and correct answer	20	20	20	20	20
2	Short answer	15	15	15	15	15
3	Incorrect answer	5	5	5	5	5
4	No answer	0	0	0	0	0

(Hecklemen in Fitri, 2013:29)

Score:  $\frac{\sum X}{\text{Maximum score}}$  X 10

➤ **Make a summary based on the text!**

No	Criteria	Score (checklist)
1	Shorter than the original text	
2	Including the main ideas of the text	
3	Reflecting the structure and order of the original text	
4	Including important details	

(Kissner, 2006:8)

Score:  $\frac{\sum X}{\text{Maximum score}}$  X 10

3. Kunci Jawaban

A. Answer the question below based on the text above.

- 1) The name of character in the story is Malin Kundang, Mother, and Malin Kundang's wife

- 2) Malin Kundang sailed overseas because he want to be a successful person
  - 3) Malin Kundang's mother met her son after several years in the pier where Malin Kundang's mother usually stood to wait for her son.
  - 4) Malin Kundang whole body turn into stone because he was punished for not admiting his own mother
  - 5) The main idea of the seventh paragraph is "Malin Kundang ignored his mother and ordered the ship crews to set sail"
  - 6) Malin Kundang's Mother heart was so hurt because Malin ignored his mother and ordered the ship crews to set sail
- B. Students make a summary based on the text!

Makassar, 30 Juli 2017  
Researcher

**Muhdiati Rahmi**  
Nim: 10535565213

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Nama Sekolah</b>	<b>: SMA Negeri 3 Jenepono</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: XI/ I</b>
<b>Topik Pembelajaran</b>	<b>: <i>The Princess and The Bowling Ball</i></b>
<b>Alokasi Waktu</b>	<b>: 2 x 45</b>
<b>Pertemuan ke</b>	<b>: 2</b>

### A. Standart Kompetensi

#### Membaca

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### B. Kompetensi Dasar :

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*.

### C. Indikator

1. Mengidentifikasi tokoh-tokoh dalam cerita narasi.
2. Mengidentifikasi setting dalam sebuah cerita.
3. Mengidentifikasi ide pokok dari tiap paragraf dalam cerita narasi.
4. Membuat kesimpulan mengenai cerita narasi

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Mengerti dengan makna teks yang dibaca
2. Menyimpulkan isi teks yang dibaca.

## E. Materi Pembelajaran

### THE PRINCESS AND THE BOWLING BALL

Once upon a time there was a prince and this prince's dad and mom (the king and queen) somehow got it into their royal heads that no princess would be good enough for their boy unless she could feel a pea through one hundred mattresses.

So it should come as no surprise that the prince had a very hard time finding a princess. Every time he met a nice girl, his mom and dad would pile one hundred mattresses on top of a pea and then invite her to sleep over.

When the princess came down to breakfast, the queen would ask, "how did you sleep?" the princess would politely say, "fine thank you." And the king would show her the door. Now this is when for three years. And of course no body ever felt the pea under one hundred mattresses. Then one day the prince met the girl of his dreams. He decided he'd better do something about it.

That night, before the princess went to bed, the prince slipped his bowling ball under one hundred mattresses.

When the princess came down for breakfast the next morning, the queen asked "How did you sleep dear"?

"This might sound odd" said the princess. "But I think you need another mattress. I felt like I was sleeping on a lump as big as a bowling ball."

The king and queen were satisfied, and the prince and the princess were married. And everyone lived happily, though maybe not completely honestly, ever after.

## F. Metode pembelajaran

Collaborative Strategic Reading

## G. Kegiatan pembelajaran

Kegiatan	Uraian Kegiatan	Alokasi Waktu
Pendahuluan	<b>Apersepsi</b> <ul style="list-style-type: none"><li>• Guru memberikan salam kepada siswa</li><li>• Guru mengajak siswa untuk berdoa</li><li>• Guru mengecek kehadiran siswa</li></ul>	10 menit

	<p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Tanya jawab tentang pengetahuan/ keterampilan yang terkait dengan KD</li> <li>• Guru menjelaskan pentingnya materi yang akan dipelajari</li> </ul>	
Kegiatan Inti	<p><b>Eksplorasi</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang teks <i>narrative</i> dan siswa diminta untuk memerhatikannya</li> <li>• Guru menjelaskan tentang Collaborative Strategic Reading (CSR)</li> <li>• Guru membagi murid ke dalam beberapa kelompok kecil yang terdiri dari 5-6 siswa</li> <li>• Guru menjelaskan langkah-langkah dalam CSR</li> </ul> <p><b>Elaborasi</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk mengidentifikasi general structure yang terdapat dalam teks <i>narrative</i> secara berkelompok</li> <li>• Guru meminta siswa untuk menyimpulkan isi teks <i>narrative</i></li> <li>• Guru memberikan pertanyaan yang bersumber dari teks tersebut</li> <li>• Guru memberikan kesempatan untuk berfikir, menganalisis, dan bertindak tanpa rasa takut</li> </ul> <p><b>Konfirmasi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik</li> <li>• Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar</li> <li>• Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa</li> </ul>	50 menit

Kegiatan Penutup	<ul style="list-style-type: none"> <li>Bersama-bersama dengan peserta didik membuat rangkuman/ simpulan pelajaran</li> <li>Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram</li> <li>Memberikan umpan balik terhadap proses dan hasil pembelajaran</li> </ul>	10 menit
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## H. Alat dan Sumber Belajar

1. Kertas HVS
2. Papan tulis
3. Spidol
4. Sticky note
5. Modul pembelajaran bahasa Inggris XI

## I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/soal
<ul style="list-style-type: none"> <li>Mengidentifikasi tokoh-tokoh dalam cerita narasi.</li> <li>Mengidentifikasi setting dalam sebuah cerita narasi.</li> <li>Mengidentifikasi ide pokok tiap paragraf dalam cerita.</li> <li>Memuat kesimpulan mengenai cerita narasi.</li> </ul>	Tes tulis	Essay	<p>A. Answer the question below based on the text</p> <p>B. Make a Summary</p>

### 1. Instrument

A. Answer the question below based on the text above.

- 1) What does the writer introduce in the first paragraph?
- 2) Which paragraph tell you that the prince had hard time in his life?
- 3) What did the King and Queen do every time the prince met a nice girl?

- 4) What did the king do when the Princess answered politely, “Fine, thank you.”?
  - 5) How long did the event continue?
  - 6) What idea came to the prince’s brain?
  - 7) Did he success in carrying out his tactic?
  - 8) What is the purpose of giving this text?
- B. Make a summary based on the text!

2. Pedoman Penilaian

➤ Answer the question below based on the text.

a. Table 3.1 Rubric of Main Idea

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

(Harmer in Fitri, 2013:29)

$$\text{Score: } \frac{\sum X}{\text{Maximum score}} \times 10$$

Maximum score

b. Table 3.2 Details

No	Criteria	Score				
		1	2	3	4	5
1	Full and correct answer	20	20	20	20	20
2	Short answer	15	15	15	15	15
3	Incorrect answer	5	5	5	5	5
4	No answer	0	0	0	0	0

(Hecklemen in Fitri, 2013:29)

$$\text{Score: } \frac{\sum X}{\text{Maximum score}} \times 10$$

Maximum score

➤ Make a summary based on the text!



No	Criteria	Score (checklist)
1	Shorter than the original text	
2	Including the main ideas of the text	
3	Reflecting the structure and order of the original text	
4	Including important details	

(Kissner, 2006:8)

Score:  $\frac{\sum X}{\text{Maximum score}} \times 10$

### 3. Kunci Jawaban

#### A. Answer question

- 1) the writer introduce in the first paragraph is the setting and the character of the story
- 2) The paragraph which tell the prince had hard time in his life of the story is paragraph two.
- 3) Every time the prince met a nice girl, the King and Queen would pile one hundred mattresses on top of a pea and then invite her to sleep over.
- 4) the King would show her to the door
- 5) The event continue on for three years.
- 6) The prince's idea came to from his dream
- 7) Yes, he did.
- 8) The purpose of the text is giving entertain.

#### B. Students make a summary based on the text

Makassar, 30 Juli 2017  
 Researcher

Muhdiati Rahmi  
 Nim: 10535565213

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Nama Sekolah</b>	<b>: SMA Negeri 3 Jenepono</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: XI/ I</b>
<b>Topik Pembelajaran</b>	<b>: Aladin</b>
<b>Alokasi Waktu</b>	<b>: 2x25 menit</b>
<b>Pertemuan ke</b>	<b>: 3</b>

### A. Standart Kompetensi

#### Membaca

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### B. Kompetensi Dasar :

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*.

### C. Indikator :

1. Mengidentifikasi tokoh-tokoh dalam cerita narasi.
2. Mengidentifikasi setting dalam sebuah cerita.
3. Mengidentifikasi ide pokok dari tiap paragraf dalam cerita narasi.
4. Membuat kesimpulan mengenai cerita narasi

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Mengerti dengan makna teks yang dibaca
2. Menyimpulkan isi teks yang dibaca.

## E. Materi Pembelajaran

### Narrative text

#### Aladdin

Aladdin (Arabian Ala'ad-din), in the folktale the hero of “ Aladdin and the wonderful lamp” in the collection of stories known in English as the Arabian nights. In most versions of the story, Aladdin is the lazy son of a poor Chinese tailor.

After his father's death, he meets a magician who poses as his uncle and persuades Aladdin to retrieve a wonderful lamp from a hidden cave. When Aladdin fails to give the lamp to the magician before emerging from the cave, the magician becomes enraged and seals the cave, leaving Aladdin to die.

In his misery, Aladdin weeps and wrings his hands, releasing a genie from a ring the magician had given him. The genie frees Aladdin, who soon discovers that the lamp also produces powerful genies when rubbed.

The magician returns to steal the lamp, but is defeated, as is his evil brother who also tries to gain the lamp. Free of these enemies , Aladdin lives a long, happy life and succeeds the sultan to the throne.

They grant Aladdin all his wishes, and he eventually become immensely wealthy and marries the daughter of the sultan.

## F. Metode pembelajaran

Collaborative Strategic Reading

## G. Kegiatan pembelajaran

<b>Kegiatan</b>	<b>Uraian Kegiatan</b>	<b>Alokasi Waktu</b>
Pendahuluan	<b>Apersepsi</b> <ul style="list-style-type: none"><li>• Guru memberikan salam kepada siswa</li><li>• Guru mengajak siswa untuk berdo'a</li><li>• Guru mengecek kehadiran siswa</li></ul> <b>Motivasi</b> <ul style="list-style-type: none"><li>• Tanya jawab tentang pengetahuan/ keterampilan yang terkait dengan KD</li><li>• Guru menjelaskan pentingnya materi yang</li></ul>	10 menit

	akan dipelajari	
Kegiatan Inti	<p><b>Eksplorasi</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang teks <i>narrative</i> dan siswa diminta untuk memerhatikannya</li> <li>• Guru menjelaskan tentang Collaborative Strategic Reading (CSR)</li> <li>• Guru membagi murid ke dalam beberapa kelompok kecil yang terdiri dari 5-6 siswa</li> <li>• Guru menjelaskan langkah-langkah dalam CSR</li> </ul> <p><b>Elaborasi</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk mengidentifikasi general structure yang terdapat dalam teks <i>narrative</i> secara berkelompok</li> <li>• Guru meminta siswa untuk menyimpulkan isi teks <i>narrative</i></li> <li>• Guru memberikan pertanyaan yang bersumber dari teks tersebut</li> <li>• Guru memberikan kesempatan untuk berfikir, menganalisis, dan bertindak tanpa rasa takut</li> </ul> <p><b>Konfirmasi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik</li> <li>• Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar</li> <li>• Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa</li> </ul>	50 menit
Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Bersama-sama dengan peserta didik membuat rangkuman/ simpulan pelajaran</li> <li>• Melakukan penilaian atau refleksi terhadap kegiatan yang sudah</li> </ul>	10 menit

	<p>dilaksanakan konsisten dan terprogram</p> <ul style="list-style-type: none"> <li>• Memberikan umpan balik terhadap proses dan hasil pembelajaran</li> </ul>	
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## H. Alat dan Sumber Belajar

1. Kertas HVS
2. Papan tulis
3. Spidol
4. Sticky note
5. Internet ([www.belajarbahasainggris.us](http://www.belajarbahasainggris.us)) and *Bailmu English SMA Grade XI Natural Science and Social Science Programmes*

## I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/soal
<ul style="list-style-type: none"> <li>• Mengidentifikasi tokoh-tokoh dalam cerita narasi.</li> <li>• Mengidentifikasi setting dalam sebuah cerita narasi.</li> <li>• Mengidentifikasi ide pokok tiap paragraf dalam cerita.</li> <li>• Memuat kesimpulan mengenai cerita narasi.</li> </ul>	Tes tulis	Essay	<p>A. Answer the question below based on the text</p> <p>B. Make a Summary</p>

### 1. Instrument

A. Answer the question below based on the text above.

- 1) Mention the name of actor in the story!
- 2) What died in the story?
- 3) Where did Aladin retrieve a wonderful lamp?
- 4) Who persuaded Aladin to retrieve a wonderful lamp?
- 5) What is the end in the story?
- 6) What is the main idea of the third paragraph?

B. Make a summary based on the text!

2. Pedoman Penilaian

➤ Answer the question below based on the text.

a. Rubric of Main Idea

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

(Harmer in Fitri, 2013:29)

Score:  $\frac{\sum X}{\text{Maximum score}}$  X 10

b. Details

No	Criteria	Score				
		1	2	3	4	5
1	Full and correct answer	20	20	20	20	20
2	Short answer	15	15	15	15	15
3	Incorrect answer	5	5	5	5	5
4	No answer	0	0	0	0	0

(Hecklemen in Fitri, 2013:29)

Score:  $\frac{\sum X}{\text{Maximum score}}$  X 10

➤ Make a summary based on the text!

No	Criteria	Score (checklist)
1	Shorter than the original text	
2	Including the main ideas of the text	
3	Reflecting the structure and order of the original text	

4	Including importan details	
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(Kissner, 2006:8)

$$\text{Score: } \frac{\sum X}{\text{Maximum score}} \times 10$$

### 3. Kunci Jawaban

#### A. The Answer question

- 1) The name of actor in the story is Aladin, the Megician, Sultan, daughter's Sultan, and Genie
- 2) Father's Aladin is die in the story.
- 3) Aladin retrieve a wonderful lamp in hidden cave
- 4) The megician persuaded Aladin to retrieve a wonderful lamp
- 5) The end in the story is "They grant Aladdin all his wishes, and he eventually become immensely wealthy and marries the daughter of the sultan".
- 6) The main idea of the third paragraph is "In his misery, Aladdin weeps and wrings his hands, releasing a genie from a ring the magician had given him".

#### B. Students make summary based on the text

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Nama Sekolah</b>	<b>: SMA Negeri 3 Jenepono</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: XI/ I</b>
<b>Topik Pembelajaran</b>	<b>: The Mouse Deer and Crocodiles</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45</b>
<b>Pertemuan ke</b>	<b>: 4</b>

### A. Standart Kompetensi

#### Membaca

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### B. Kompetensi Dasar :

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*.

### C. Indikator

1. Mengidentifikasi tokoh-tokoh dalam cerita narasi.
2. Mengidentifikasi setting dalam sebuah cerita.
3. Mengidentifikasi ide pokok dari tiap paragraf dalam cerita narasi.
4. Membuat kesimpulan mengenai cerita narasi

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Mengerti dengan makna teks yang dibaca
2. Menyimpulkan isi teks yang dibaca.



## E. Materi Pembelajaran

### The Mouse Deer and Crocodiles

Deep deep in a quiet Tropical jungle, a crocodile was having a blast swimming in the river. He hummed and frolicked by himself while his other friends were napping. After feeling exhausted, he decided to take a rest underneath a durian tree.

In meanwhile, at the nearby area, a mouse deer was scavenging for fruits. But he was having a difficulty as fruits were scarce when he suddenly noticed that there were a lot of fruits on the other side of the river. "Hmmm .. how can I go to the other side of the river? There are a lot of hungry crocodiles in this river. But the fruits are really looking delicious", the mouse deer was saying to himself.

"I need to think of a clever plan". So the mouse deer decided to sit underneath a rambutan tree while munching some fruits. It took him in no more than a few rambutan fruits to concoct a plan since it's a clever animal. "What a clever plan that I've come up, if I say so myself" said the mouse deer with a smile.

"Psttt ... pssttt .... wake up Mr. Crocodile" said the mouse deer to the sleeping crocodile. It took a while for the crocodile to open his eyes. First, he opened his right eye, and when he saw a nice plump looking mouse deer near him, he opened both eyes. He was thinking "hmm ... what a pretty plump nice dinner this deer going to be".

"What do you want, O Little Mousy Deer?" said the crocodile. "I have an important message from our leader the Tiger", said the mouse deer. "He wants to have a party to celebrate his birthday, and he likes to invite every animals in this jungle to attend. But he needs to know how many animals are there in this jungle so that he can prepare enough food for everyone".

"Wow, this is a good news indeed, O Little Mousy Deer. What do you want me to do?" asked the crocodile excitedly. "I would like for all the crocodiles in this river to line up across this river, and then I will count the number one by one", said the deer with a very serious tone.

The crocodile shouted to every sleeping crocodiles and asked them to line up across the river. "Please make sure they don't snap at me when I started to jump and count the number", the mouse deer reminded the crocodile. Then he started to jump.

"One two, little feet"

"Three four, a little bit more"

"Five six, big belly indeed"

The mouse deer repeated the lines until he jumped safely to the other side of the river bank. "How many of us are there?" shouted the crocodile

from across the river. "Ohhhh.... just nine stupid crocodiles. I just wanted to cross this river, and there is no party" replied the mouse deer while laughingly running away from the river bank.

The crocodiles were angry for being made a fool by a little mouse deer. Meanwhile, the mouse deer was enjoying the abundance of fruits. However, he needed to think of a way to return back to his home across the river.

## F. Metode pembelajaran

Collaborative Strategic Reading

## G. Kegiatan pembelajaran

Kegiatan	Uraian Kegiatan	Alokasi Waktu
Pendahuluan	<p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan salam kepada siswa</li> <li>• Guru mengajak siswa untuk berdoa</li> <li>• Guru mengecek kehadiran siswa</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Tanya jawab tentang pengetahuan/ keterampilan yang terkait dengan KD</li> <li>• Guru menjelaskan pentingnya materi yang akan dipelajari</li> </ul>	10 menit
Kegiatan Inti	<p><b>Eksplorasi</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang teks <i>narrative</i> dan siswa diminta untuk memerhatikannya</li> <li>• Guru menjelaskan tentang Collaborative Strategic Reading (CSR)</li> <li>• Guru membagi murid ke dalam beberapa kelompok kecil yang terdiri dari 5-6 siswa</li> <li>• Guru menjelaskan langkah-langkah dalam CSR</li> </ul> <p><b>Elaborasi</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk mengidentifikasi general structure yang terdapat dalam teks <i>narrative</i> secara berkelompok</li> </ul>	50 menit

	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menyimpulkan isi teks <i>narrative</i></li> <li>• Guru memberikan pertanyaan yang bersumber dari teks tersebut</li> <li>• Guru memberikan kesempatan untuk berfikir, menganalisis, dan bertindak tanpa rasa takut</li> </ul> <p><b>Konfirmasi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik</li> <li>• Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar</li> <li>• Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa</li> </ul>	
Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Bersama-sama dengan peserta didik membuat rangkuman/ simpulan pelajaran</li> <li>• Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram</li> <li>• Memberikan umpan balik terhadap proses dan hasil pembelajaran</li> </ul>	10 menit

## H. Alat dan Sumber Belajar

1. Kertas HVS
2. Papan tulis
3. Spidol
4. Sticky note
5. Sumber pembelajaran : Internet ([www.beljarbahasainggris.us](http://www.beljarbahasainggris.us)) and Bailmu English SMA Grade XI Natural Science and Social Science Programes

## I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/soal
• Mengidentifikasi	Tes tulis	Essay	A. Answer the

tokoh-tokoh dalam cerita narasi. <ul style="list-style-type: none"> <li>• Mengidentifikasi setting dalam sebuah cerita narasi.</li> <li>• Mengidentifikasi ide pokok tiap paragraf dalam cerita.</li> <li>• Memuat kesimpulan mengenai cerita narasi.</li> </ul>			question below based on the text B. Make a Summary
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1. Instrument

A. Answer the question below based on the text above.

- 1) Who is the main actor in the story?
- 2) Where did the Mouse Deer meet with Crocodile?
- 3) Why the Mouse Deer went on the other side of the river ?
- 4) What is the end in the story?
- 5) How did the Mouse Deer slip off on the other side of the river?
- 6) What is the main idea of the last paragraph?

B. Make a summary based on the text!

2. Pedoman Penilaian

➤ **Answer the question below based on the text.**

**a. Table 3.1 Rubric of Main Idea**

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

(Harmer in Fitri, 2013:29)

Score:  $\frac{\sum X}{\text{Total}} \times 10$

Maximum score

**b. Table 3.2 Details**

No	Criteria	Score				
		1	2	3	4	5
1	Full and correct answer	20	20	20	20	20
2	Short answer	15	15	15	15	15
3	Incorrect answer	5	5	5	5	5
4	No answer	0	0	0	0	0

(Hecklemen in Fitri, 2013:29)

$$\text{Score: } \frac{\sum X}{\text{Maximum score}} \times 10$$

➤ **Make a summary based on the text!**

No	Criteria	Score (checklist)
1	Shorter than the original text	
2	Including the main ideas of the text	
3	Reflecting the structure and order of the original text	
4	Including importan details	

(Kissner, 2006:8)

$$\text{Score: } \frac{\sum X}{\text{Maximum score}} \times 10$$

3. Kunci Jawaban

- 1) The main actor is Mouse Deer and Crocodile.
- 2) Mouse Deer met wih Crocodile in the river
- 3) The Mouse Deer went on the other side of the river because He wanted a tot of fruit
- 4) The end in the story is the Mouse Deer needed to think of a way to return back to his home across the river.
- 5) The Mouse Deer slip off on the other side of the river because the Mouse Deer lay Crocodile

- 6) The main idea of the last paragraph is the crocodiles were angry for being made a fool by a little mouse deer.
- 7) Students make a summary.

Makassar, 30 Juli 2017  
Researcher

Muhdiati Rahmi  
Nim: 10535565213

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Nama Sekolah</b>	<b>: SMA Negeri 3 Jeneponto</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: XI/ I</b>
<b>Topik Pembelajaran</b>	<b>: The Enchanted Fish</b>
<b>Alokasi Waktu</b>	<b>: 2x25 menit</b>
<b>Pertemuan ke</b>	<b>: 5</b>

### A. Standart Kompetensi

#### Membaca

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### B. Kompetensi Dasar :

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*.

### C. Indikator :

1. Mengidentifikasi tokoh-tokoh dalam cerita narasi.
2. Mengidentifikasi setting dalam sebuah cerita.
3. Mengidentifikasi ide pokok dari tiap paragraf dalam cerita narasi.
4. Membuat kesimpulan mengenai cerita narasi

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Mengerti dengan makna teks yang dibaca
2. Menyimpulkan isi teks yang dibaca.

## **E. Materi Pembelajaran**

### **Narrative text**

#### **The Enchanted Fish**

There once was a fisherman who lived with his wife in a small hut close by the seaside. The fisherman used to go fishing every day. One day, as he sat in his boat with his rod, looking at the sparkling waves and watching his line, all of a sudden his float was dragged away deep into the water. He quickly started to reel in his line and managed to pull out a huge fish. "Wow! This will feed us for days." Much to his surprise, the fish started to talk and said, "Pray, let me live! I am not a real fish; I am an enchanted prince. Put me in the water again, and let me go! Have mercy o' kind fisherman." The astonished fisherman quickly threw him back, exclaiming, "I don't want to hurt a talking fish! Go on! Go where you came from."

When the fisherman went home to his wife, he told her everything that had happened and how, on hearing it speak, he had let it go again. "Didn't you ask it for anything?" said the wife. "No, I didn't, what should I have asked for?" replied the fisherman.

"I am surprised you don't realize what you should have asked for. We live very wretchedly here, in this nasty dirty hut. We are poor and I am so miserable. You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage", said his wife.

The fisherman wasn't sure about this but he still went to the seashore, sat in his boat, went to the middle of the sea and said:

"O enchanted beautiful fish!

Hear my plea!

My wife wants not what I want,

and she won't give up till she has her own will,

so come forth and help me!"

The fish immediately came swimming to him, and said, "Well, what is her will? How can I help your wife?" "Ah!" said the fisherman, "she says that when I had caught you, I ought to have asked you for something before I let you go. She does not like living in our little hut, and wants a snug little cottage." "Go home, then," said the fish, "She is already in the cottage!" So the fisherman went home,



and saw his wife standing at the door of a nice trim little cottage. "Come in, come on in! Look at the beautiful cottage we have." Everything went fine for a while, and then one day fisherman's wife said, "Husband, there is not enough room for us in this cottage, go back to the fish and tell him to make me an emperor." "Wife," said the fisherman, "I don't want to go to him again. Perhaps he will be angry. We ought to be happy with what the fish has given us and not be greedy." "Nonsense!" said the wife; "The fish will do it very willingly, I know. Go along and try!" With a heavy heart the fisherman went to the middle of the sea and said:

"O enchanted beautiful fish!

Hear my plea!

My wife wants not what I want,

and she won't give up till she has her own will,

so come forth and help me!"

"What would she have now?" said the fish. "Ah!" said the fisherman, "she wants to be an emperor." "Go home," said the fish; "She is an emperor already.

"So he went home and he saw his wife sitting on a very lofty throne made of solid gold, with a great crown on her head full yards high. And on each side of her stood her guards and attendants in a row. The fisherman went up to her and said, "Wife, are you an emperor?" "Yes", said she, "I am an emperor." "Ah!" said the man, as he gazed upon her, "What a fine thing it is to be an emperor!" "Husband," said she, "it is good to be an emperor." They were happy for a while.

Then a time came when she was not able to sleep all night for she was thinking what she should ask next. At last, as she was about to fall asleep, morning broke, and the sun rose. "Ha!" thought she, as she woke up and looked at it through the window, "after all I cannot prevent the sun from rising." At this thought she was very angry, and wakened her husband, and said, "Husband, go to the fish and tell him I must be Lord of the sun and the moon." The fisherman was half asleep, but the thought frightened him so much that he fell out of the bed. "Alas, wife!" said he, "cannot you be happy with being such a powerful emperor?"

"No," said she, "I am very uneasy as long as the sun and the moon rise without my permission. Go to the fish at once!" "I don't think this is a good idea," said the fisherman but his wife wouldn't listen to him. "Why don't you just go and ask the fish to make me the Lord of everything," she said.

Then the man went shivering with fear. As he was going down to the shore a dreadful storm arose. The trees and the very rocks shook and the sky became black with stormy clouds. There were great black waves, swelling up like mountains with crowns of white foam upon their heads. Unfortunately the fisherman did not have any choice, so he got onto his boat and rowed to the middle of the sea and cried out as loud as he could:

“O enchanted beautiful fish!

Hear my plea!

My wife wants not what I want,

and she won't give up till she has her own will,

so come forth and help me!”

“What does she want now?” said the fish. “I am truly ashamed of my wife's greed but I can't do anything. She wants to be Lord of the sun and the moon. “Go home,” said the fish, “to your small hut.” And it is said that they live there to this very day.

#### F. Metode pembelajaran

Collaborative Strategic Reading

#### G. Kegiatan pembelajaran

Kegiatan	Uraian Kegiatan	Alokasi Waktu
Pendahuluan	<p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan salam kepada siswa</li> <li>• Guru mengajak siswa untuk berdo'a</li> <li>• Guru mengecek kehadiran siswa</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Tanya jawab tentang pengetahuan/ keterampilan yang terkait dengan KD</li> <li>• Guru menjelaskan pentingnya materi yang akan dipelajari</li> </ul>	10 menit
Kegiatan Inti	<p><b>Eksplorasi</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang teks <i>narrative</i> dan siswa diminta untuk</li> </ul>	50 menit

	<p>memperhatikannya</p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang Collaborative Strategic Reading (CSR)</li> <li>• Guru membagi murid ke dalam beberapa kelompok kecil yang terdiri dari 5-6 siswa</li> <li>• Guru menjelaskan langkah-langkah dalam CSR</li> </ul> <p><b>Elaborasi</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk mengidentifikasi general structure yang terdapat dalam teks <i>narrative</i> secara berkelompok</li> <li>• Guru meminta siswa untuk menyimpulkan isi teks <i>narrative</i></li> <li>• Guru memberikan pertanyaan yang bersumber dari teks tersebut</li> <li>• Guru memberikan kesempatan untuk berfikir, menganalisis, dan bertindak tanpa rasa takut</li> </ul> <p><b>Konfirmasi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik</li> <li>• Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar</li> <li>• Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa</li> </ul>	
Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Bersama-sama dengan peserta didik membuat rangkuman/ simpulan pelajaran</li> <li>• Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram</li> <li>• Memberikan umpan balik terhadap proses dan hasil pembelajaran</li> </ul>	10 menit

## H. Alat dan Sumber Belajar

1. Kertas HVS
2. Papan tulis
3. Spidol
4. Sumber pembelajaran : Internet ([www.belajarbahasainggris.us](http://www.belajarbahasainggris.us)) dan  
Bailmu English SMA/MA Grade XI Natural Science and Social Science  
Programs

## I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/soal
<ul style="list-style-type: none"><li>• Mengidentifikasi tokoh-tokoh dalam cerita narasi.</li><li>• Mengidentifikasi setting dalam sebuah cerita narasi.</li><li>• Mengidentifikasi ide pokok tiap paragraf dalam cerita.</li><li>• Memuat kesimpulan mengenai cerita narasi.</li></ul>	Tes tulis	Essay	C. Answer the question below based on the text D. Make a Summary

### 1. Instrument

A. Answer the question below based on the text above.

- 1) Mention the name of characters in the story!
- 2) Where did the fisherman live?
- 3) What happened at the end of the story?
- 4) Why did the fisherman's wife keep asking her husband to go back to the fish?
- 5) Mention the Fisherman's wife wants!
- 6) Make a summary based on the text!

### 2. Pedoman Penilaian

➤ **Answer the question below based on the text.**

**a. Rubric of Main Idea**

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

(Harmer in Fitri, 2013:29)

Score:  $\frac{\sum X}{\text{Maximum score}}$  X 10

**b. Details**

No	Criteria	Score				
		1	2	3	4	5
1	Full and correct answer	20	20	20	20	20
2	Short answer	15	15	15	15	15
3	Incorrect answer	5	5	5	5	5
4	No answer	0	0	0	0	0

(Hecklemen in Fitri, 2013:29)

Score:  $\frac{\sum X}{\text{Maximum score}}$  X 10

➤ **Make a summary based on the text!**

No	Criteria	Score (checklist)
1	Shorter than the original text	
2	Including the main ideas of the text	
3	Reflecting the structure and order of the original text	
4	Including important details	

(Kissner, 2006:8)

Score:  $\frac{\sum X}{\text{Maximum score}}$  X 10

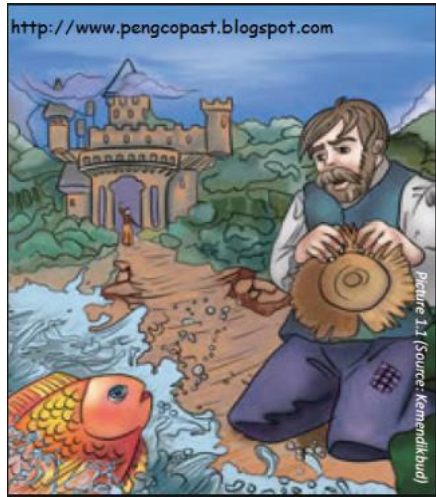
Maximum score

3. Kunci Jawaban

- 1) The name of characters in the story is fisherman, enchanted fish, and fisherman's wife.
- 2) the fisherman lived at seaside.
- 3) At the end of the story, fisherman's wife wants to be queen of the sun and the moon. So with embarrassed, fisherman asked the fish to granted the request of his wife. Felt it was outrageous, fish transformed them became poor again.
- 4) Because, fisherman's wife was greedy.
- 5) Fisherman's wife wants to a nice cozy cottage, she wants to be an emperor, and she wants to become the Lord of everything
- 6) Students make summary.

Makassar, 30 Juli 2017  
Researcher

Muhdiati Rahmi  
Nim: 10535565213



## APPENDIX C

### THE LIST NAME OF THE STUDENTS OF CLASS XI IPA 1 SMA NEGERI 3 JENEPONTO

No	Sample	Code
1	Agung Gumelar	S-1
2	Amalia Kartika Sari	S-2
3	Fatmawati M	S-3
4	Irsan	S-4
5	Rahmawati SR	S-5
6	Satria Nugraha K	S-6
7	Alfiah Aulia Azzahra	S-7
8	Hendri Adinata	S-8
9	Feri Irawan	S-9
10	Akbar Tanjung	S-10
11	Aldi Pratama	S-11
12	Sartika Damayanti	S-12
13	Nurjannah	S-13
14	Saparuddin	S-14
15	Taswin Anas	S-15
16	Dina Lorensa	S-16
17	Jusmita Sari	S-17
18	Syahrani	S-18
19	Safna	S-19
20	Marlina	S-20
21	Nurhidayat	S-21
22	Umi Kalsum	S-22



## APPENDIX D

### Scoring Classification of the Students Pretest and Posttest Scoring

#### 1. Classification of the students pretest and posttest in Literal

Code	Literal Comprehension			
	Pre-test	Classification	Post-test	Classification
S-1	35	Very Poor	40	Very Poor
S-2	65	Fair	100	Excellent
S-3	35	Very Poor	62,5	Fair
S-4	60	Fair	75	Fairly Good
S-5	47,5	Poor	100	Excellent
S-6	55	Poor	100	Excellent
S-7	67,5	Fairly Good	100	Excellent
S-8	72,5	Fairly Good	100	Excellent
S-9	65	Fair	90	Very Good
S-10	47,5	Poor	50	Poor
S-11	30	Very Poor	42,5	Very Poor
S-12	52,5	Poor	100	Excellent
S-13	42,5	Very Poor	45	Very Poor
S-14	30	Very Poor	35	Very Poor
S-15	52,5	Poor	87,5	Very Good
S-16	35	Very Poor	62,5	Fair
S-17	30	Very Poor	50	Poor
S-18	60	Fair	100	Excellent
S-19	65	Fair	77,5	Good
S-20	30	Very Poor	47,5	Poor

S-21	42,5	Poor	57,5	Fair
S-22	47,5	Poor	97,5	Excellent
X	48,52	Poor	73,64	Fairly Good

## 2. Scoring Classification of the students pretest and posttest

### Reorganization

Code	Summary			
	Pre-test	Classification	Post-test	Classification
S-1	0	Very Poor	25	Very Poor
S-2	50	Poor	100	Excellent
S-3	0	Very Poor	25	Very Poor
S-4	25	Very Poor	50	Poor
S-5	25	Very Poor	50	Poor
S-6	50	Poor	75	Fairly Good
S-7	50	Poor	100	Excellent
S-8	50	Poor	100	Excellent
S-9	50	Poor	75	Fairly Good
S-10	50	Poor	75	Fairly Good
S-11	50	Poor	75	Fairly Good
S-12	50	Poor	75	Fairly Good
S-13	25	Very Poor	50	Poor
S-14	25	Very Poor	25	Very Poor
S-15	50	Poor	75	Fairly Good
S-16	25	Very Poor	50	Poor

S-17	0	Very Poor	25	Very Poor
S-18	50	Poor	75	Fairly Good
S-19	25	Very Poor	50	Poor
S-20	25	Very Poor	25	Very Poor
S-21	25	Very Poor	50	Poor
S-22	25	Very Poor	25	Very Poor
X	32,95	Very Poor	57,95	Fair

**APPENDIX E**

**THE RESULT OF THE STUDENTS' READING COMPREHENSION IN  
PRE- TEST**

Sample	Pre-Test			Score	Classification
	Literal Comprehension		Reorganization		
	Main Idea	Details	Summary		
<b>S-1</b>	25	45	0	23,33	<b>Very Poor</b>
<b>S-2</b>	75	55	50	60,00	<b>Fair</b>
<b>S-3</b>	25	45	0	23,33	<b>Very Poor</b>
<b>S-4</b>	50	70	25	48,33	<b>Poor</b>
<b>S-5</b>	50	45	25	40,00	<b>Poor</b>
<b>S-6</b>	75	35	50	53,33	<b>Poor</b>
<b>S-7</b>	75	60	50	61,67	<b>Fair</b>
<b>S-8</b>	75	70	50	65,00	<b>Fair</b>
<b>S-9</b>	75	55	50	60,00	<b>Fair</b>
<b>S-10</b>	50	45	50	48,33	<b>Poor</b>
<b>S-11</b>	25	35	50	36,67	<b>Poor</b>
<b>S-12</b>	50	55	50	51,67	<b>Poor</b>
<b>S-13</b>	50	35	25	36,67	<b>Poor</b>
<b>S-14</b>	25	35	25	28,33	<b>Very Poor</b>
<b>S-15</b>	50	55	50	51,67	<b>Poor</b>
<b>S-16</b>	25	45	25	31,67	<b>Very Poor</b>

<b>S-17</b>	25	35	0	20,00	<b>Very Poor</b>
<b>S-18</b>	75	45	50	56,67	<b>Fair</b>
<b>S-19</b>	50	80	25	51,67	<b>Poor</b>
<b>S-20</b>	25	35	25	28,33	<b>Very Poor</b>
<b>S-21</b>	50	35	25	36,67	<b>Poor</b>
<b>S-22</b>	50	45	25	40,00	<b>Poor</b>
$\Sigma X$	1075	1060	725	953,34	
<b>X</b>	<b>48,86</b>	<b>48,18</b>	<b>32,95</b>	<b>43,33</b>	<b>Poor</b>

**The Result of the Students' Reading Comprehension Pre-Test Using SPSS**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Main Idea	22	25.00	75.00	1075.00	48.8636	19.63548	385.552
Details	22	35.00	80.00	1060.00	48.1818	13.05168	170.346
Summary	22	.00	50.00	725.00	32.9545	17.90578	320.617
Score	22	20.00	65.00	953.34	43.3336	13.77339	189.706
Valid N (listwise)	22						

**APPENDIX F**

**THE RESULT OF THE STUDENTS' READING COMPREHENSION IN  
POST- TEST**

Sample	Post-Test			Score	Classification
	Literal Comprehension		Reorganization		
	Main Idea	Details	Summary		
<b>S-1</b>	25	55	25	<b>35,00</b>	<b>Very Poor</b>
<b>S-2</b>	100	100	100	<b>100,00</b>	<b>Excellent</b>
<b>S-3</b>	50	75	25	<b>50,00</b>	<b>Poor</b>
<b>S-4</b>	75	75	50	<b>66,67</b>	<b>Fairly Good</b>
<b>S-5</b>	100	100	50	<b>83,33</b>	<b>Good</b>
<b>S-6</b>	100	100	75	<b>91,67</b>	<b>Very Good</b>
<b>S-7</b>	100	100	100	<b>100,00</b>	<b>Excellent</b>
<b>S-8</b>	100	100	100	<b>100,00</b>	<b>Excellent</b>
<b>S-9</b>	100	80	75	<b>85,00</b>	<b>Good</b>
<b>S-10</b>	25	75	75	<b>58,33</b>	<b>Fair</b>
<b>S-11</b>	25	60	75	<b>53,33</b>	<b>Poor</b>
<b>S-12</b>	100	100	75	<b>91,67</b>	<b>Very Good</b>
<b>S-13</b>	25	65	50	<b>46,67</b>	<b>Poor</b>
<b>S-14</b>	25	45	25	<b>31,67</b>	<b>Very Poor</b>
<b>S-15</b>	75	100	75	<b>83,33</b>	<b>Good</b>
<b>S-16</b>	25	100	50	<b>58,33</b>	<b>Fair</b>

<b>S-17</b>	25	75	25	<b>41,67</b>	<b>Poor</b>
<b>S-18</b>	100	100	75	<b>91,67</b>	<b>Very Good</b>
<b>S-19</b>	75	80	50	<b>68,33</b>	<b>Fairly Good</b>
<b>S-20</b>	75	20	25	<b>40,00</b>	<b>Poor</b>
<b>S-21</b>	25	90	50	<b>55,00</b>	<b>Poor</b>
<b>S-22</b>	100	95	25	<b>73,33</b>	<b>Fairly Good</b>
$\Sigma X$	1450	1790	1275	1505,00	
<b>X</b>	<b>65,91</b>	<b>81,36</b>	<b>57,95</b>	<b>68,41</b>	<b>Fairly Good</b>

**The Result of the Students' Reading Comprehension Post-Test Using SPSS**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Main Idea	22	25.00	100.00	1450.00	65.9091	34.10894	1.163E3
Details	22	20.00	100.00	1790.00	81.3636	21.88617	479.004
Summary	22	25.00	100.00	1275.00	57.9545	26.03382	677.760
Score	22	31.67	100.00	1505.00	68.4091	22.65136	513.084
Valid N (listwise)	22						

## APPENDIX G

### The Table of Percentage of the Students' Improvement in Reading Comprehension

#### 1. The percentage of the students' achievement in Literal

No.	Classification	Score	Literal			
			Pre-test		Post-test	
			F	%	f	%
1	Excellent	96-100	0	0	8	36.4%
2	Very Good	86-95	0	0	2	9.1%
3	Good	76-85	0	0	1	4.5%
4	Fairly Good	66-75	2	9.1%	1	4.5%
5	Fair	56-65	5	22.7%	3	13.6%
6	Poor	36-55	8	36.4%	6	27.4%
7	Very Poor	0-35	7	31.8%	1	4.5%
<b>Total</b>			<b>22</b>	<b>100%</b>	<b>22</b>	<b>100%</b>

#### Pre-Test in Literal Comprehension

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30,00	4	17,4	18,2	18,2
35,00	3	13,0	13,6	31,8
42,50	2	8,7	9,1	40,9
47,50	3	13,0	13,6	54,5
52,50	2	8,7	9,1	63,6
55,00	1	4,3	4,5	68,2
60,00	2	8,7	9,1	77,3
65,00	3	13,0	13,6	90,9
67,50	1	4,3	4,5	95,5
72,50	1	4,3	4,5	100,0
Total	22	95,7	100,0	
Missing System	1	4,3		
Total	23	100,0		



**Post-Test Pre-Test in Literal Comprehension**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35,00	1	4,3	4,5	4,5
	40,00	1	4,3	4,5	9,1
	42,50	1	4,3	4,5	13,6
	45,00	1	4,3	4,5	18,2
	47,50	1	4,3	4,5	22,7
	50,00	2	8,7	9,1	31,8
	57,50	1	4,3	4,5	36,4
	62,50	2	8,7	9,1	45,5
	75,00	1	4,3	4,5	50,0
	77,50	1	4,3	4,5	54,5
	87,50	1	4,3	4,5	59,1
	90,00	1	4,3	4,5	63,6
	97,50	1	4,3	4,5	68,2
	100,00	7	30,4	31,8	100,0
	Total		22	95,7	100,0
Missing System		1	4,3		
Total		23	100,0		

**2. The Percentage of the Students' Achievement in Reorganization**

No.	Classification	Score	Reorganization			
			Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	0	0	3	13.6%
2	Very Good	86-95	0	0	0	0
3	Good	76-85	0	0	0	0
4	Fairly Good	66-75	0	0	7	31.8%
5	Fair	56-65	0	0	0	0
6	Poor	36-55	10	45.5%	6	27.3%
7	Very Poor	0-35	12	54.5%	6	27.3%
<b>Total</b>			22	100%	22	100%

### Pre-Test in Reorganization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	3	13,0	13,6	13,6
	25,00	9	39,1	40,9	54,5
	50,00	10	43,5	45,5	100,0
	Total	22	95,7	100,0	
Missing	System	1	4,3		
Total		23	100,0		

### Post-Test in Reorganization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25,00	6	26,1	27,3	27,3
	50,00	6	26,1	27,3	54,5
	75,00	7	30,4	31,8	86,4
	100,00	3	13,0	13,6	100,0
	Total	22	95,7	100,0	
Missing	System	1	4,3		
Total		23	100,0		

### 3. The Students' Rate of Percentage and Frequency of the Pre-Test and Post Test.

No.	Classification	Score	Reading Comprehension			
			Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	0	0	3	13.6%
2	Very Good	86-95	0	0	3	13.6%
3	Good	76-85	0	0	3	13.6%
4	Fairly Good	66-75	0	0	3	13.6%
5	Fair	56-65	5	22.7%	2	9.1
6	Poor	36-55	11	50%	6	27.4%
7	Very Poor	0-35	6	27.3%	2	9.1%
<b>Total</b>			22	100%	22	100%

**Pre-Test in Reading Comprehension**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20,00	1	4,5	4,5	4,5
	23,33	2	9,1	9,1	13,6
	28,33	2	9,1	9,1	22,7
	31,67	1	4,5	4,5	27,3
	36,67	3	13,6	13,6	40,9
	40,00	2	9,1	9,1	50,0
	48,33	2	9,1	9,1	59,1
	51,67	3	13,6	13,6	72,7
	53,33	1	4,5	4,5	77,3
	56,67	1	4,5	4,5	81,8
	60,00	2	9,1	9,1	90,9
	61,67	1	4,5	4,5	95,5
	65,00	1	4,5	4,5	100,0
	Total	22	100,0	100,0	

**Post-Test in Reading Comprehension**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31,67	1	4,5	4,5	4,5
	35,00	1	4,5	4,5	9,1
	40,00	1	4,5	4,5	13,6
	41,67	1	4,5	4,5	18,2
	46,67	1	4,5	4,5	22,7
	50,00	1	4,5	4,5	27,3
	53,33	1	4,5	4,5	31,8
	55,00	1	4,5	4,5	36,4
	58,33	2	9,1	9,1	45,5
	66,67	1	4,5	4,5	50,0
	68,33	1	4,5	4,5	54,5
	73,33	1	4,5	4,5	59,1
	83,33	2	9,1	9,1	68,2
	85,00	1	4,5	4,5	72,7

91,67	3	13,6	13,6	86,4
100,00	3	13,6	13,6	100,0
Total	22	100,0	100,0	

## APPENDIX H

### The Gain Score (D) of the Students' Reading Comprehension

Sample	Score		$(X_1)^2$	$(X_2)^2$	D $(X_2 - X_1)$	D <sup>2</sup>
	Pre-test $(X_1)$	Post-test $(X_2)$				
1	23,33	35,00	544,44	1225	11,67	136,11
2	60,00	100,00	3600,00	10000	40,00	1600,00
3	23,33	50,00	544,44	2500	26,67	711,11
4	48,33	66,67	2336,11	4444,44	18,33	336,11
5	40,00	83,33	1600,00	6944,44	43,33	1877,78
6	53,33	91,67	2844,44	8402,78	38,33	1469,44
7	61,67	100,00	3802,78	10000	38,33	1469,44
8	65,00	100,00	4225,00	10000	35,00	1225,00
9	60,00	85,00	3600,00	7225	25,00	625,00
10	48,33	58,33	2336,11	3402,78	10,00	100,00
11	36,67	53,33	1344,44	2844,44	16,67	277,78
12	51,67	91,67	2669,44	8402,78	40,00	1600,00
13	36,67	46,67	1344,44	2177,78	10,00	100,00
14	28,33	31,67	802,78	1002,78	3,33	11,11
15	51,67	83,33	2669,44	6944,44	31,67	1002,78
16	31,67	58,33	1002,78	3402,78	26,67	711,11
17	20,00	41,67	400,00	1736,11	21,67	469,44

<b>18</b>	56,67	91,67	3211,11	8402,78	35,00	1225,00
<b>19</b>	51,67	68,33	2669,44	4669,44	16,67	277,78
<b>20</b>	28,33	40,00	802,78	1600	11,67	136,11
<b>21</b>	36,67	55,00	1344,44	3025	18,33	336,11
<b>22</b>	40,00	73,33	1600,00	5377,78	33,33	1111,11
<b><math>\Sigma X</math></b>	953,33	1505,00	45294,41	113730,55	551,67	16808,32

### Statistics

		Pre-Test (X <sub>1</sub> )	Post-Test (X <sub>2</sub> )	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>	D X <sub>2</sub> - X <sub>1</sub>	D <sup>2</sup>
N	Valid	22	22	22	22	22	22
	Missing	1	1	1	1	1	1
Mean		43,3336	68,4091	2058,8368	5169,5705	25,0759	764,0145
Median		44,1650	67,5000	1968,0550	4556,9400	25,8350	668,0550
Mode		36,67 <sup>a</sup>	91,67 <sup>a</sup>	1344,44 <sup>a</sup>	8402,78 <sup>a</sup>	10,00 <sup>a</sup>	100,00 <sup>a</sup>
Range		45,00	68,33	3825,00	8997,22	40,00	1866,67
Sum		953,34	1505,00	45294,41	113730,55	551,67	16808,32
Percentiles	25	30,8350	49,1675	952,7800	2419,4450	15,4200	242,3625
	50	44,1650	67,5000	1968,0550	4556,9400	25,8350	668,0550
	75	54,1650	91,6700	2936,1075	8402,7800	35,8325	1286,1100

## APPENDIX I

### The Students Mean Score of the Students' Test

#### A. Mean Score of the Students Pre-Test

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

$$\sum X_1 = 953.33$$

$$N = 22$$

$$\bar{X} = \frac{953.33}{22}$$

$$\bar{X} = 43.33$$

#### B. Mean Score of the Students' Post-Test

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

$$\sum X_2 = 1505$$

$$N = 22$$

$$\bar{X} = \frac{1505}{22}$$

$$\bar{X} = 68.41$$

## APPENDIX J

### 1. The Improvement of the Students' Main Idea

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

$$P = \frac{65.91 - 48.86}{48.86} \times 100$$

$$P = \frac{17.05}{48.86} \times 100 = 38.90\%$$

### 2. The Improvement of the Students' Details

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

$$P = \frac{81.36 - 48.18}{48.18} \times 100$$

$$P = \frac{33.18}{48.18} \times 100 = 68.87\%$$

### 3. The Improvement of the Students' Summary

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

$$P = \frac{57.95 - 32.95}{32.95} \times 100$$

$$P = \frac{25}{22.95} \times 100 = 75.87\%$$



## APPENDIX L

### Test of significant Difference

#### A. t-Test

$$\text{Notes: } \sum D = 551.67$$

$$\sum D^2 = 16808.33$$

$$N = 22$$

$$D = \frac{\sum D}{N} = \frac{551.67}{22} = 25.08$$

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

$$t = \frac{25.08}{\frac{\sqrt{16808.33 - \frac{(551.67)^2}{22}}}{22(22-1)}}$$

$$t = \frac{25.08}{\frac{\sqrt{16808.33 - \frac{304339.79}{22}}}{22(21)}}$$

$$t = \frac{25.08}{\frac{\sqrt{16808.33 - 13833.63}}{462}}$$

$$t = \frac{25.08}{\frac{\sqrt{2974.7}}{462}}$$

$$t = \frac{25.08}{\sqrt{6.44}}$$

$$t = \frac{24.32}{2.54} = 9.57$$

**B. t-Table**

For level of significance ( $\alpha$ ) = 0,05

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

t- Table = 2.080

## APPENDIX N

### THE TEACHING LEARNING PROCESS PHOTOS

#### Pre-Test Process 30 September 2017

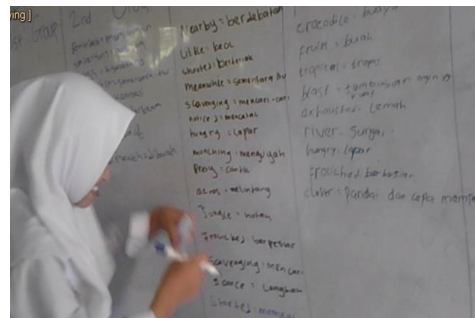


#### Treatment CSR Process 4 October – 21 October 2017

##### Preview



##### Clunk



### Get the Gist



### Wrap Up



### Teacher Gives Feedback



## Test Individual



## Post-Test Process 23 September 2017



## CURRICULUM VITAE



**Muhdiati Rahmi**, was born on September, 27th 1995 in Jeneponto. She is the forth child on her family from the marriage of her parents, Sangkala (Father) and Salma (Mother). She began her study at SD INPRES 227 Romanga Kecamatan Binamu Kabupaten Jeneponto and graduated in 2007. She continued her study at SMP Negeri 1 Binamu and graduated in 2010. Then she continued at SMA Negeri 2 Binamu Kabupaten Jeneponto and graduated in 2013. At the same years she was accepted in English Department of FKIP Muhammadiyah University of Makassar. In 2016, she entered in the Open University in the Science of the Library Departement. She attended both universities actively and finished her English Program in Makassar Muhammadiyah University in 2018.