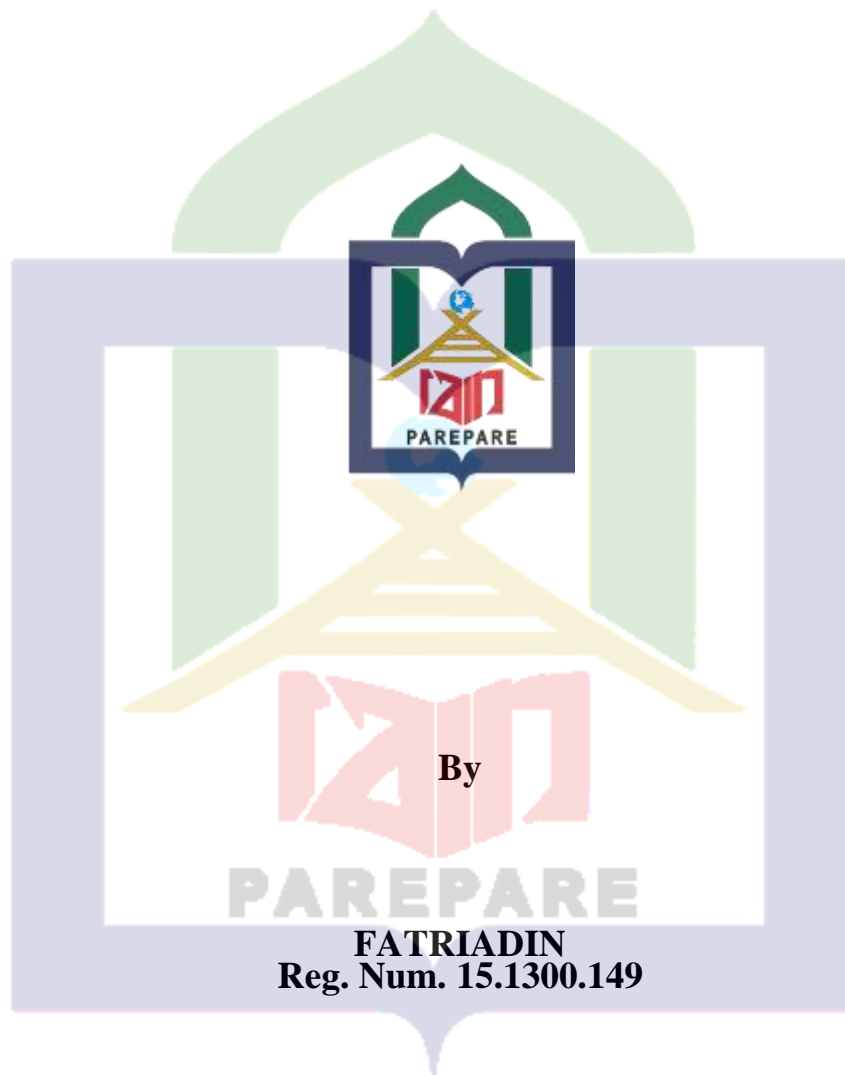


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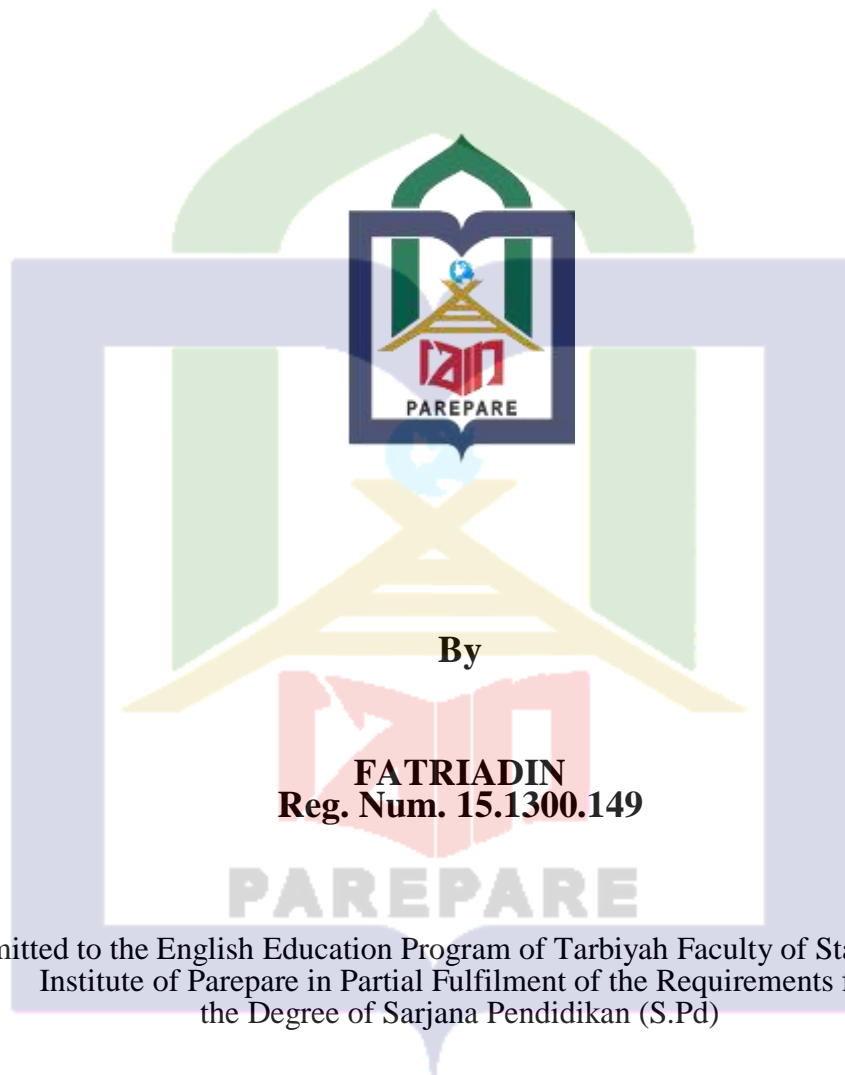
**THE USING COLLABORATIVE STRATEGIC READING
TO IMPROVE THE STUDENTS' READING
COMPREHENSION AT THE EIGHTH
GRADE OF MTs AL-BADAR**



**ENGLISH EDUCATION PROGRAM
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GRADE OF MTs AL-BADAR**

Skripsi

**As Partial Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted by

FATRIADIN

Reg. Num. 15.1300.149

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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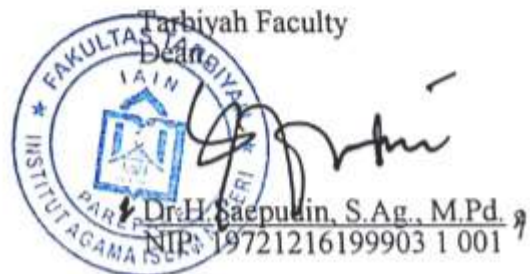
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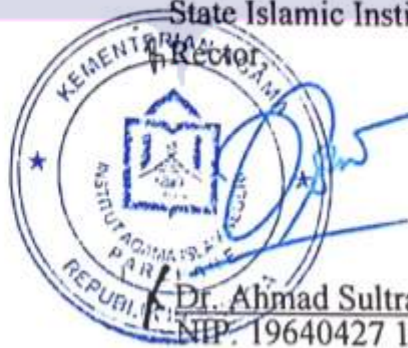
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May the Almighty Allah SWT, Always blesses us now and forever. Aamiin.

Parepare, 3th March 2020

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI


The writer who signed the declaration below:

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Stated this skripsi was his own writing and if it can be proved that it s copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 3th March 2020

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ABSTRACT

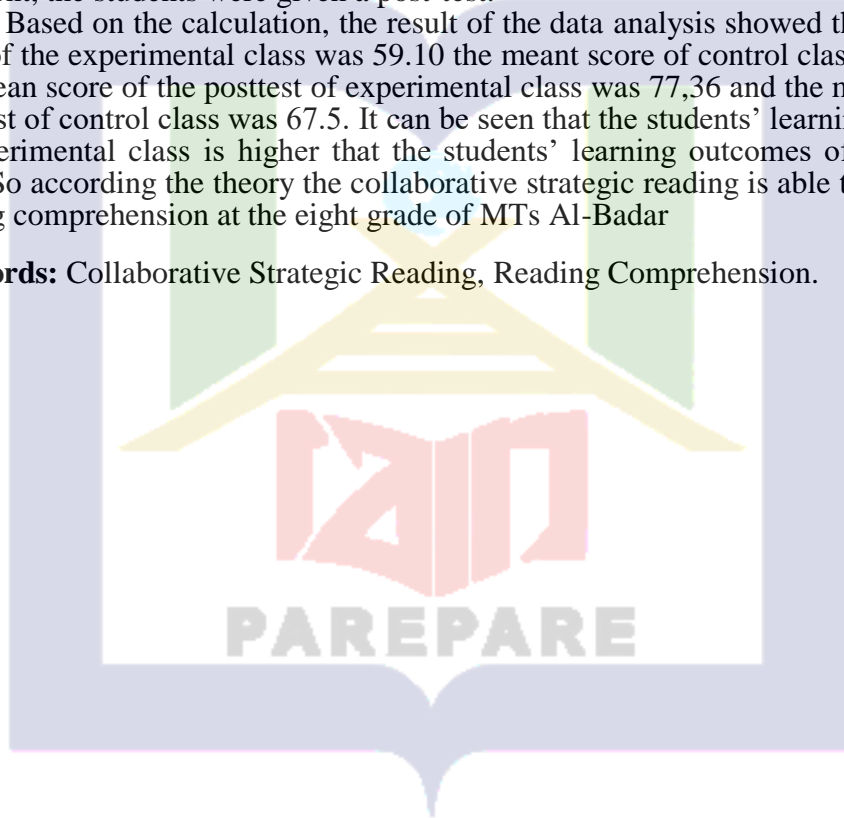
Fatriadin. *The Using Collaborative Strategic Reading to Improve Students' Reading Comprehension at eighth grade of MTs Al-Badar* (Supervised by Abd. Rauf Ibrahim and Mujahidah.)

This study was aimed to find out the using collaborative strategic reading to improve the students' reading comprehension. It was intended to get reliable information whether there was a significant different the students' reading comprehension between the experimental class and control class..

The research method used in this research was quasi-experimental study. The sample was taken from the first grade of MTs Al-Badar that consist of 42 students. The experimental class was tough by using collaborative strategic reading and control class was tough without using collaborative strategic reading. Before giving the treatment, the students from both classes were given pre-test. And the end of the treatment, the students were given a post-test.

Based on the calculation, the result of the data analysis showed that the mean score of the experimental class was 59.10 the meant score of control class was 56.78. The mean score of the posttest of experimental class was 77,36 and the meat score of post test of control class was 67.5. It can be seen that the students' learning outcomes of experimental class is higher that the students' learning outcomes of the control class. So according the theory the collaborative strategic reading is able to encourage reading comprehension at the eight grade of MTs Al-Badar

Keywords: Collaborative Strategic Reading, Reading Comprehension.



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CHAPTER I

INTRODUCTION

1.1 Background

Reading is one of the most important skills for English language learners, especially for students who learn English as a foreign language. Particularly where students have to read English material for their own subject. Much of the current thinking on reading tends to focus primarily on the purpose of the activity, even if reading is done for pleasure it is still purposed.¹ As McDonough and Christopher state that “reading is the most important foreign language skill”.² Reading becomes essential for students in order to enrich their knowledge. It is in line with Grabe and Stoller who state that reading is an essential means for learning new information.³ Thus, reading is essential because it can help students to obtain new information in order to enhance their knowledge from the text that they read. However, in getting the information from the text, the students need a good ability in reading comprehension. According to Snow reading comprehension is a process to get a precise understanding of the writer’s message through simultaneously extracting and constructing meaning by collaborating reader’s background knowledge and interaction and involvement in written text.⁴ In other words, reading comprehension is a process to connect the idea from the text and prior knowledge to get information.

¹Daniel Muijs and David Reynolds. *Effective Teaching Evidence and Practice* (London: SAGE Publication, 2005) p. 52

² Jo McDonough & Christopher Shaw, *Materials and Methods in ELT: A Teachers’ Guide* (Oxford: lackwell Publishers, 1993)

³William Grabe and Fredricka L. Stoller, *Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher, Teaching English as A Second or Foreign Language, 3rd Ed.* Marianne Celce-Murci (Boston: Heinle & Heinle, 2001)

⁴Catherine Snow, *Reading For Understanding: Toward An R&D Program in Reading Comprehension* (Washington DC & Ran Cooperation, 2002)

Therefore, reading comprehension is very important for students, especially in comprehending the reading texts.

Reading is used to refer to the task of understanding a text of sentence and phrase which are related in some meaningful way. Improving reading comprehension is difficult it involves building vocabulary, improving working memory capacity, and extending the number and availability of retrieval structures, as well as encouraging the reader to put all these to good use. Decoding and comprehension are two key components of reading, but this doesn't mean that they should be taught separately, the goal of decoding should be to find meaning, and the learners need a sense of rewards the meaning can bring. The main point of teaching process of reading is making the students really understand with what they read. To reach this goal, the condition of the classroom should be effective to support teaching process. Teacher should be a good facilitator and make a good atmosphere in the classroom and make the students feel that English is easy and fun so the students will learn English in the class joyfully.

Teaching English as a foreign language is not as easy as teaching the first language. Because the students will find many problems. The Teacher always do the best to achieve the learning goal but we often hear the disappointment of English teacher because of the students unsatisfying scores. In view of the importance of reading skill, the teacher must improve the teaching of reading comprehension. The teacher can use some methods, techniques and approach of teaching reading so the students is able to enjoy and be stimulated in learning English especially reading comprehension.

Nowadays, many variations of techniques are offered in teaching reading. One of the techniques is Collaborative Strategic Reading (CSR). According to

Klingner and Vaughn, Collaborative Strategic Reading (CSR) is a technique that have been designed to improve students reading comprehension through small group discussion which students learn four strategies including “Preview”, “Click and Clunk”, “Get the Gist”, and “Wrap up”.⁵ Here, students are working in groups, and they are taught to activate their prior knowledge, to make prediction, to monitor their comprehension difficulties, to clarify information, to restate important ideas based on the text, to summarize the text, and to form appropriate question about the text. In other words, students are given the opportunity to contribute their group by working together. The objective of Collaborative Strategic Reading (CSR) is to facilitate the students in improving their reading comprehension by working together in groups and to better understand the material in their reading tasks. As the result of the application of CSR, students are not only able to have better comprehension of a text but also learn to communicate in a small group. Thus, by involving activities of this technique, students are expected can resolve their problems in comprehending reading text. Collaborative Strategic Reading (CSR) technique had been applied in experimental study that conducted by Dita Andanawati. The research was carried out that the implementing CSR in teaching reading can help students comprehend English text better.⁶ Moreover, another research on CSR had been conducted by Dian Novita from Muhammadiyah University Sidoarjo. The result of this study indicates that the use of CSR technique is “effective” to increase the students’ achievement in teaching reading comprehension.⁷

⁵J. K. Klingner & S. Vaughn, *Using Collaborative Strategic Reading* (The Council for Exceptional Children, 1998)

⁶Dita Andanawati, “The Use of Collaborative Strategic Reading (CSR) in Reading Comprehension” (Skripsi at the First Strata (S1) Degree at UPI, Bandung, 2013),

⁷Dian Novita, “The Effectiveness of Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension “ at Muhammadiyah University of Sidoarjo

Based on explanation above, the writer thinks that Collaborative Strategic Reading (CSR) can be an alternative technique for students when doing reading comprehension in achieving their academic success later. To prove this, the writer was conduct a quasi-experimental research design to get the evidence whether Collaborative Strategic Reading (CSR) can effective on students' reading comprehension of descriptive text. CSR is supposed to be an interesting alternative technique that was help the students to organize their ideas of a text, so that they can comprehend the text easily. Hence, this study focuses on students' reading comprehension achievement, especially in reading descriptive text at MTs Al-badar.

The location of the research was in MTs Al-Badar. Based on the observation that researcher did before, the researcher found that the students in there still low in Reading Comprehension, the main reason is because they because most of students do not have reading habit. They lack of motivation or purpose, vocabulary, automaticity of decoding, and fluent reading. Based on the problem above, the researcher decide to do research under the title "The Using Collaborative Strategic Reading to Improve Students Reading Comprehension at the eighth grade of MTs Al-Badar.

1.2 Research Question

Based on the background of the study above, problem statement on this research can be formulated as follows:

- 1.2.1 How is the students' reading comprehension without using CSR at eighth grade students' of MTs Al-badar?
- 1.2.2 How is the students' reading comprehension by using CSR at eighth grade students' of MTs Al-Badar

- 1.2.3 Is the using of Collaborative Strategic Reading able to improve the students' reading comprehension at the Eight Grade of MTs Albadar?".

1.3 Object of the Research

Based on the statement of the problem above,

- 1.3.1 To know the students' reading comprehension without using the CSR at eight grade students' of MTs Al-badar.
- 1.3.2 To know the students' reading comprehension by using the CSR at eight grade students' of MTs Al-badar.
- 1.3.3 To find out the use of CSR is able to improve the students' reading comprehension at eight grade students' of MTs Al-badar.

1.4 Significance of the Research

The significance of the research is expected to give the knowledge and some advantage. The following presents some possible ways:

- 1.4.1 For the teachers, the result of this research is expected to provide them with an alternative technique to teach reading in the classroom. It is also expected to motivate the teachers to be more creative and confidence, so the students will be more enthusiastic in learning English in the class.
- 1.4.2 For the research that who will continue this research and make it complete, so English learners can reading comprehension through CSR.
- 1.4.3 For the students, the result of this research is expected to give them new experience in English learning, especially in learning reading comprehension so they can be more motivated to develop their abilities.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Idea

2.1.1 The Concept of Reading

In this concept of reading, the researcher will explain more about Reading, they are the definition of reading and part of reading.

2.1.1.1 Definition of reading

Most people read without giving much thought to how to they do it. To them, what is reading? Is a question of little concern? Below there are some definition reading.

Reading is used to refer to the task of understanding a text of sentence and phrase which are related in some meaningful way. Improving reading comprehension is difficult it involves building vocabulary, improving working memory capacity, and extending the number and availability of retrieval structures, as well as encouraging the reader to put all these to good use. Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them. to read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written.⁸

Reading is interacting with language that has been coded into print. Reading is an active and on going process that is affected directly by an individual's interaction with his environment.⁹ Reading is the meaningful interpretation of printed

⁸ Deborah Daiek, *Critical Reading for College and Beyond*, (New York: McGraw Hill, 2004),p.5

⁹ Arthur W. Heilman, Timothy R. Blair, William H Rupley, *Principle And Practice Of Teaching Reading Fifth Edition* (Ohio; Charles E. Merrill Publishing Co, 1981) p.4

or written verbal symbols. Reading is a result of the interpreting between the perception of graphic symbol that represents language and the reader's language skill and knowledge of the world.¹⁰ Reading is like detective work. You must be able to distinguish facts from opinions and specific from generalizations.¹¹

Based on the explanation above, reading is not an easy activity, reading must always be a meaning getting process and connect what the information words have the author written, reading is also influenced by the interaction of an individual with their environment. The teacher can quite students in reading and get the main idea in their environment. The teacher can quite the students reading and get the main idea in the passage they are reading.

2.1.1.2 Reading Comprehension

Understanding comprehension processes are crucial to study of reading. Any definition of comprehension should really be related to a consideration of the purpose set fir reader, or by the reader, for reading. According to Grabe and Stolle, Reading comprehension is an ability to understand or to gain information from a text.¹²

Goodman states reading comprehension is as an interaction between thought and language.¹³ It means that an interaction in reading, it can produce a thought and then we are thinking, and we have a question for ask someone, that called is

¹⁰ Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability*, (New York: Longman Inc, 1975), p.8

¹¹ Three Watson, *Reading Comprehension Skills and Strategies Level 7*, (United States of America: Saddleback Education Publishing 2002), P.70

¹² Grabe William, and Frederica L stoller, *Teaching and Researching Reading*, (New York: Longman, 2002) p.7

¹³ Otto, Wayne, *How to Teach Reading*, (Philippines: Addison-Wesley Publishing Company, Inc, 1979), p.70

language. Reading comprehension is a complex intellectual process involving a number of ability.¹⁴

Based on the explanation above, reading comprehension is a complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader make sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows, from the statement, it is clearly understood that the comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes are crucial to study of reading.

2.1.1.3 The Process of Reading Comprehension

Formerly stated, reading is a process of decoding text, and then receiving information. From this, it can be seen that reading activity involves more than one process. The reading process itself still involves other language processes like listening and reading (receptive process), speaking and writing (productive process), and thinking process (Johnson). Those processes are the main processes which happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text. has another thought that process of reading includes a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process.

Those processes occur during reading activity. The process of reading comprehension based on the order how the readers decode the language can be

¹⁴ Dorothy Rubin, *Diagnosis and correction Reading Instruction*, (Simultaneously in Canada, 1982), p.207

divided into three categories; bottom-up, top-down and interactive reading. In the bottom-up process, readers have to identify and decode the language feature of the text including the letter, the form of the words, and the discourse of the words. In this process, readers have to be able to decode the text first to comprehend the text.

Then, in top-down process, readers have to use their background knowledge to understand about the text, i.e. readers look at the title of the text and relate it to their knowledge to guess what the text is about. Lastly, in interactive reading, readers try to combine the bottom-up and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

2.1.1.4 Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a mean for expanding students' background knowledge about language. The stages of teaching reading according to Brown can be summarized as follows:

2.1.1.4.1 Before reading

In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating scemata, and the other strategies that can help students comprehend the text. The use of prompts such as visuals, realia, photos, etc is recommended.

2.1.1.4.2 Whilst reading

In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

2.1.1.4.3 After reading

In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

2.1.1.5 Strategies in Teaching Reading

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According, the followings are ten strategies which can be applied in the teaching reading comprehension in the classroom.

2.1.1.5.1 Identifying the purpose in reading

2.1.1.5.2 Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

2.1.1.5.3 Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

2.1.1.5.4 Skimming the text for the main ideas

2.1.1.5.5 Scanning the text for specific information

2.1.1.5.6 Using semantic mapping or clustering

2.1.1.5.7 Guessing when you are not certain

Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability. However, students can master all of those strategies if they often practice them.

2.1.1.6 Principle in Teaching Reading Comprehension

In order to have a good impact on the students' comprehension, teachers should teach reading by principles. Anderson proposes eight principles of teaching reading as follows.

2.1.1.6.1 Exploit the readers' background knowledge

As it has been stated that background knowledge helps students to comprehend the text (Brown & Yule, McCarthy & Carter, Cook, Nunan in McDonough & Shaw) it is important to activate the students' background knowledge in pre-reading activity. The activities can be asking goals, asking questions, making prediction, teaching text structures, etc.

2.1.1.6.2 Build a strong vocabulary base

It is valuable to teach students how to guess a meaning of difficult word from the context.

2.1.1.6.3 Teach for comprehension

It is more important to model how to comprehend the text rather than testing reading comprehension.

2.1.1.6.4 Work on increasing reading rate

The teacher should develop fluent readers, not speed readers. One of the ways is by reducing students' dependence on dictionary because they look for every word in a text so it will take a long time to read.

2.1.1.6.5 Teach reading strategies

Strategic reading is "not only knowing what strategy to use, but also how to use and integrate a range of strategies.

2.1.1.6.6 Encourage readers to transform strategies into skills

Strategies are conscious actions or plans equipped by learners to achieve a particular goal or to solve problems they have in reading skills are "strategies that

has become automatic”. The teacher should make the strategies automatic to be employed by students with a lot of practices.

2.1.1.6.7 Build assessment and evaluation into your teaching

Assessment and evaluation could be done quantitatively or qualitatively. In quantitative assessment, the teacher can assess the students’ reading competency and reading rate with tests. Meanwhile, qualitative assessment can be done using reading journal responses, reading interest surveys and responses to reading strategy checklist.

2.1.1.6.8 Strive for continuous improvement as a reading teacher

Anders, Hoffman, and Duffy in Anderson argue that the good teachers need to understand the nature of reading process.

2.1.2 Descriptive text

2.1.2.1 The understanding of descriptive text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, description, as explained by Kane is defined like in the following sentence. Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Thus, if we conclude it from Kane’s explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it to make descriptive text. But in particular, the descriptive text is, “..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.”

So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

2.1.2.2 Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

2.1.2.2.1 Identification: (contains about the introduction of a person, place, animal or object would be described.)

2.1.2.2.2 Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

2.1.2.3 Purpose of Descriptive text

2.1.2.3.1 To describe person, thing or place in specific

2.1.2.3.2 To describe a particular person, thing or place.

2.1.3 Collaborative Strategic Reading (CSR)

2.1.3.1 Definition of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is one type of comprehension strategy instruction that is designed to improve learners' strategy reading abilities through small group discussion which it was proposed and developed by Klingner and Vaughn. According to K. Klingner and Sharon Vaughn said that "Collaborative Strategic Reading is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively."¹⁵

¹⁵ Yen Chi, Fan Yen, *The Effect of Comprehension Strategy Instruction on EFL Learners' Reading Comprehension*, Asian Social Science, 8 August, 2010

It means that CSR is a technique that can improve students' reading comprehension, increase their vocabulary, and also enhanced cooperative skills during reading activity.

Moreover, Bremer stated that "Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional element: Modified reciprocal teaching and cooperative learning."¹⁶ In this statement, reciprocal teaching means teacher and students are working together in predicting, clarifying, questioning, summarizing, and the reading materials. It means that Collaborative Strategic Reading (CSR) designed as an activity through some strategies by working together.

In sum up, Collaborative Strategic Reading (CSR) is a set of comprehension strategies designed to improve students' reading comprehension which the students learn about reading text by using several strategies (preview, click and clunk, get the gist, and wrap up through small group discussion).

2.1.3.2 Purpose of Collaborative Strategic Reading (CSR)

There are some purposes of Collaborative Strategic Reading (CSR). According to Abidin, "The goal of CSR is to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement." It means that Collaborative Strategic Reading is designed to help students to be successful and to maximize students' contribution in improving reading comprehension.

2.1.3.3 Procedure Collaborative Strategic Reading (CSR)

¹⁶ Janette K.Klingner and Sharon Vaughn, *Using Collaborative Strategic Reading, The Counce For Exceptional Children* , July/Aug, 1998,

Collaborative Strategic Reading (CSR) can be implemented in two phases: (a) teaching the strategies, and (b) cooperative learning group activity or students pairing.

2.1.3.3.1 Phase 1 : Teaching the Strategies

In this phase, students are taught four strategies: preview, click and clunk, get the gist, and wrap up. Based on Klingner and Vaughn describe the four strategies as follows.

2.1.3.3.1.1 Preview

The preview strategy is the first strategy to be done in the CSR which students preview the entire passage before they read each section and make prediction what the passage might be about.

2.1.3.3.1.2 Click and Clunk

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: "Click, click, click" – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Clunk" – comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk. Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they are understanding – or failing to understand – what they are reading or what is being read to them. The teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alert to identify clunks during reading.

As with the other strategies, you may teach students the click and clunk strategy from the beginning of the year and use it in various contexts. Students apply these fix-up strategies at first with help from the teacher and then in their small groups. Lucille Sullivan encourages her students to click and clunk throughout the day. She noted, "Another reason I like this technique is that there is a transfer. The students will be reading in the cafeteria, and they say 'Hey, look at this clunk word, what does it mean?' and that just thrills me."

2.1.3.3.1.3 Get the Gist

Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.

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

2.1.3.3.1.4 Wrap up

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

Teach students to ask some questions about information that is stated explicitly in the passage and other questions that require an answer not right in the passage, but "in your head." Encourage students to ask questions that involve higher-

level thinking skills, rather than literal recall. With her fifth-grade students, Tiffany Royal emphasizes that every question can be made into an even better question with the addition of the phrase, "Why do you think that?"

To facilitate students' ability to generate higher-level questions, you may provide question stems, such as the following:

- How were ____ and ____ the same? Different?
- What do you think would happen if ____?
- What do you think caused ____ to happen?
- What other solution can you think of for the problem of ____?
- What might have prevented the problem of ____ from happening?
- What are the strengths (or weaknesses) of ____?

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

2.1.3.3.2 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. Moreover, during Collaborative Strategic Reading (CSR) process, students are divided into small group that consists of 4-6 students each group, and perform a different role.

2.1.3.4 Teaching Reading Using Collaborative Strategic Reading (CSR)

There are some steps in teaching reading by using CSR, but before involving students in Collaborative Strategic Reading (CSR), the teacher introduces the

procedure of Collaborative Strategic Reading with the benefits students get. Then, the teacher explains to the students that Collaborative Strategic Reading (CSR) would be helpful to improve their reading comprehension on descriptive text. Furthermore, the teacher explains the basic rules in applying CSR in reading descriptive text.

2.1.3.5 The Materials Used in Collaborative Strategic Reading (CSR)

The following materials may be helpful as a teacher assists students to use CSR and cooperative learning techniques.

Reading materials. When selecting reading materials for CSR, the following factors are recommended for consideration: (a) reading materials at students' instructional level, which generally refers to students being able to decode eabout 80% of the words correctly, (b) reading materials having themes and supporting details, (c) reading materials consisting of several paragraphs, and (d) reading materials containing clues/pictures for predicting

Clunk cards. Each of the four clunk cards contains one fix-up strategy. Fix-up strategies included in the clunk cards are: (a) reread the sentence with the clunk and look for key ideas to help you figure out the word — think about what makes sense, (b) reread the sentences before and after the clunk looking for clues, (c) look for a prefix or suffix in the word that might help, and (d) break the word apart and look for smaller words that you know.

Cue cards. Cue cards 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.

Learning log. CSR learning logs serve two roles: (a) written documentation of learning, assuring the individual accountability that facilitates cooperative learning, and (b) research guides for students.

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

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.

2.1.3.6 Process of Collaborative Strategic Reading (CSR)

The basic steps to apply CSR in a cooperative learning group

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

Step 2: Cooperative group activity (during preview, click and clunk, get the gist, and wrap up). Each group member plays an assigned role and fills out a CSR learning log during the activity.

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

The teaching steps above will be applied in a series of phases of conducting Collaborative Strategic Reading (CSR). In preliminary strategy implementation, the teacher as a learning facilitator sets the class into 2 phases, namely: (1) teaching the strategies; and (2) applying CSR in cooperative learning group. In sum, the teacher will introduce the strategy and then group the class to follow the intended activities in CSR. At last, discuss together the day's reading passage, reviews clunks, answer questions, etc.

2.1.3.7 The Advantages and Disadvantages of Collaborative Strategic Reading (CSR) The Advantages of Collaborative Strategic Reading (CSR) According to Standish the advantages of CSR are as follows:

2.1.3.7.1 The students with content area reading disabilities will improve their reading comprehension.

2.1.3.7.2 The students can improve their words identification and fluency.

2.1.3.7.3 The students will spend a great amount of classroom discussion so that they can assist one another.

2.1.3.7.4 CSR is not only teaching readers with cognitive (top down and bottom up) approach but also teaching readers how to use the strategies metacognitively.

2.1.3.7.5 Promoting student and academic achievement.

2.1.3.7.6 Increasing students retention.

2.1.3.7.7 Enhancing student satisfaction with their learning experience.

2.1.3.7.8 Helping students develop skills in oral communication.

2.1.3.7.9 Developing students' social skills.

2.1.3.7.10 Promoting students self –esteem.

2.1.3.7.11 Helping to promote positive race relation.

2.1.3.7.12 Cooperative learning concept in CSR promotes students to be active, collaborative as well as cooperative in achieving similar learning goals. m. CSR can improve students' comprehension in technical terms used in content area reading.

2.1.3.8 The Disadvantages of Collaborative Strategic Reading (CSR)

According to Klingner and Vaughn disadvantages of Collaborative Strategic Reading such as:

2.1.2.8.1 CSR strategy requires much time to teach to students and much time may be wasted in negotiations about who would perform a specific role.

2.1.2.8.2 To implement CSR, teachers need to be given an intensive collaborative professional development program.

2.1.2.8.3 Teaching CSR in content area reading may need more attention than in foreign language subject because content area teachers lack of English comprehension.

2.1.2.8.4 In bilingual class program in which content area teachers use two instructional languages (L1 and L2) for teaching, CSR needs to be taught collaboratively in team teaching. The teacher of L1 (Indonesian) requires his/her L2 (English) teacher partner's help to deliver the strategy. It may cause an effective instruction because L2 teacher sometimes assists L1 teacher to translate the terms in L2 so that it will spend much time.

2.2 Previous Research Findings

The study using Collaborative Strategic Reading (CSR) technique was done by Refi Ranto Rozak at MAN 1 Bojonegoro, in this study the data analysis shows that there is not interaction between teaching strategy and intelligence in teaching content area reading.¹⁷

Research conducted by desi Olivia riani (2013) applied collaborative strategic reading implementation to improve students' reading comprehension. The researcher finding the study proved that CSR improved students' reading comprehension. Students' mean score of reading test in the beginning of the study was 67, meanwhile, after applying CSR as reading strategy, their mean scores improved to 88¹⁸.

¹⁷ Refi Ranto Rozak, The Effectiveness of Collaborative Strategic Reading To Teach Content Area Reading Comprehension Viewed from Students' Intelligence (2013).

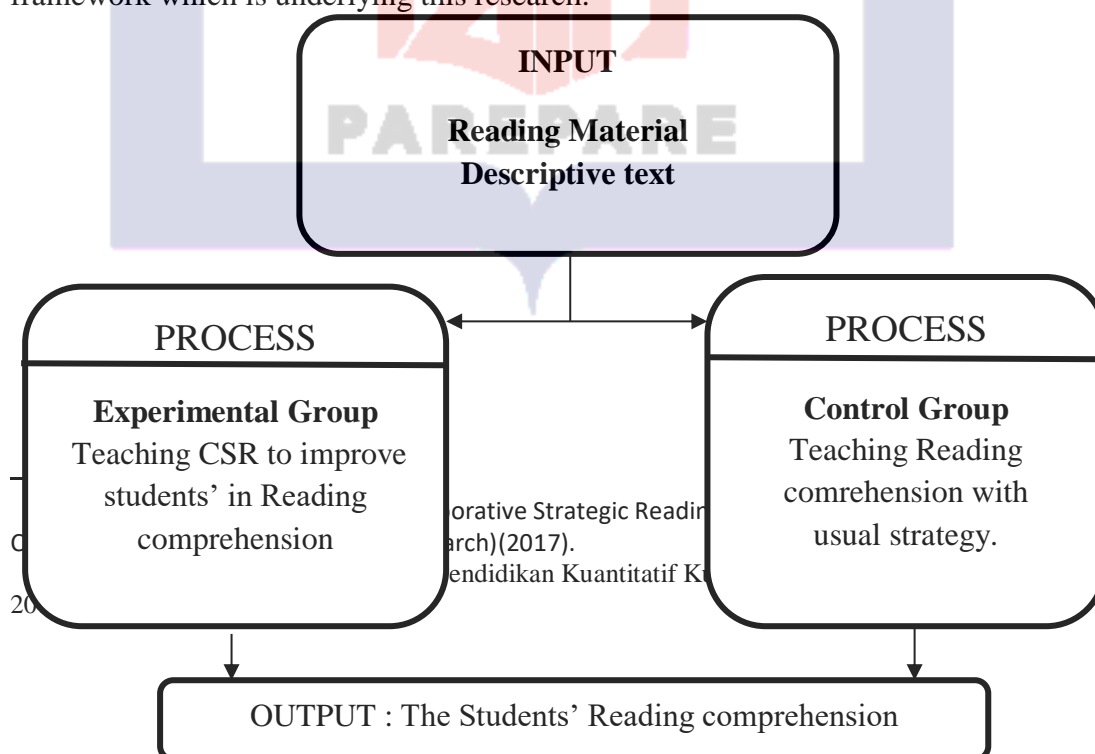
¹⁸ Desy Olivia Riani. Collaborative strategic reading implementation to improve students' reading comprehension.(2013); English Review; Journal of English education.

Umar Anas (2017) also has proved that CSR can improve students' reading comprehension. The finding of the research are the mean of pretest I was 55,3 and the mean of posttest II was 90,6 the mean of pretest II was 60,8 and the mean of posttest II was 88. T-calculation results shows that the t-calculation of cycle I was 9,2 and in cycle II was 12.1.¹⁹

According to some previous finding above it is shown that all of the using Collaborative Strategic Reading but different way. The first one focus on teaching area content, second one using pre experiment research and the last one using Classroom Action Research. Thus, in this case the research interests to use collaborative strategic reading to improve the students' reading comprehension in different way, which is using quasi-experimental research.

2.3 Conceptual Framework

Some experts defined the conceptual framework, Sugiono in his book states that framework is a conceptual model of how theory relates to a variety of factors that have been identified as an important issue.²⁰ The following is the conceptual framework which is underlying this research.



The two of variables above input, treatment, and output are briefly discusses as follows:

- 1 Input: This variable refers to reading comprehension as focus to improve students` ability.
- 2 Process: this section is a process. It divided into two groups. The first was an experimental group. In the experimental group, the researcher will implement “CSR to improve students` Reading Comprehension. The second is a control group, the researcher implement teacher usual strategy. The researcher will give the different treatment for experimental and control group to compare the students` improvement in Reading comprehension.
- 3 Output: This section refers to find out the implement of students` reading comprehension.

2.4 Hypothesis

Arikunto states the hypothesis is temporal answer toward the statement of the problem. She also adds that hypthotesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. H_0 or null hypothesis an H_a or alternative hypothesis. Every research

does not always use hypothesis. In this thesis, the researcher would like to formulate the hypothesis as follows:

1. Null Hypotheses (H_0) : The use of Collaborative Strategic Reading is not able to improve the students' Reading Comprehension at the eighth grade of MTs Albadar.
2. Alternative Hypothesis (H_a) : The use of Collaborative Strategic Reading is able to improve the students' Reading Comprehension eighth grade of MTs Albadar.

2.5 Variable and Operation Definition

2.5.1 Variable

There are two variables involved in this research, which are dependent variable and independent variable. The independent variable is Collaborative Strategic Reading and the dependent variable is Reading Comprehension.

2.5.2 Operational Definition

2.5.2.1 Reading comprehension is a complex skill that requires an active interaction between text elements and the reader

2.5.2.2 Collaborative Strategic Reading (CSR) is a technique that will help students to comprehend the text easily, which this technique designed to improve students' reading comprehension which the students learn about reading text by using several strategies (preview, click and clunk, get the gist, and wrap up through small group discussion).

CHAPTER III

RESEARCH METHOD

In research method explains the design of the research, location and time of the research, population and sample, technique, and instrument of collection data and technique of analysis data.

3.1 The Design of Research

The design of this research used quasi-experimental. In this design, a popular approach to quasi-experiments, the experimental group A and control group B are selected without random assignment. Both groups took a pretest and posttest. Only the experimental group receives the treatment by using tongue twister method, but the control group was not. This research applied including the pretest and posttest. After the treatment, the writer was given the posttest which was exactly the same as the present.

Based on Crecwell defines quasi experimental design can be diagramed as shown below:



WHERE :

- O_1 : Pretest of experimental group
- O_2 : Posttest of experimental group
- O_3 : Pretest of control group
- O_4 : Posttest of control group
- X : Treatment.

--- : No Treatment⁴¹

3.2 Location and Time of Research

The location of this research was taken place in Senior High School MTs Albadar by focusing at eighth year students. This research needs one month to conduct.

3.3 Population and Sample

3.3.1 Population

Scarvia in Sugiono stated that a population is a set or collection of all elements possessing one or more attributes of interest.⁴² The population of this research was eighth grade students of MTs Albadar academic year 2019/2020.

Table 3.1 The total of the eighth grade Students of MTs Albadar

No	Class	Sex		Total
		Male	Female	
1	VIII A	23	-	23
2	VIII B	16	7	23
Total Number				46

(Source of data : Staff Administration of MTs Albadar Academic Year 2019/2020)

3.3.2 Sample

In this research, the researcher was chosen sample by using total sampling technique. The sample of study was taken from the eighth grade students of MTs Al-

⁴¹Cresswell JW, *Research Design Qualitative, Quantitative, and Mixed Method Approaching*, (London EC1Y 1SP United Kingdom, 2014), P. 221.

⁴² Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2010), p.115.

Badar. This grade was chosen because it is willing and available to be studied, thus it can represent all the population. Therefore, the researcher chose VIII A class as experiment class and VIII B as control class. Both of them have 46 students.

3.4 Instrument

3.3.1 Test

In this research, the researcher gave test as an instrument to collect the data of the eighth grade students in reading comprehension. The students were given the test to find out the information by implementing Collaborative strategic reading in the classroom. The purpose of this test was to know the students' comprehension in reading. The type of this test was multiple choice tests consist of 15 items. The time interval between the pre-test and post-test were six meetings, a period long enough to minimize the effects of the pre-test on the result and the conclusion of the experiment.

3.5 Prosedure of Collecting Data

In collecting data, the researcher used one kind of test as an instrument of collecting data. It was applied as the pretest and posttest. The procedure of collecting data was described as follows:

3.5.1 Pre-test

Before giving treatment, the researcher gave pre-test to get information about the students' reading comprehension. The allocation time of the pre-test was 60 minutes and monitored by the researcher.

3.5.2 Post-test

The post-test was given after the students getting treatment. It used to know significant different between the students' comprehension before and after

using Collaborative Strategic Reading in learning. The allocation pre-test was 60 minutes and monitored by the researcher.

3.5.3 Treatment

The researcher gave the treatment to the students and some material that interesting to the students. Knowing the treatment of this research, the researcher conducted for six meetings and the students found some different theme of the text after two meetings. After giving the pre-test, the researcher gave the treatment for six meetings.

3.5.3.1 Treatment of Experimental Class

The procedure of the treatment by applying Neurological Impress Method in reading comprehension as follows:

3.5.3.1.1 First Meeting

1. The researcher explained the process which will take place.
2. The researcher introduced and explained about the collaborative strategic reading.
3. The researcher explained about the material (Descriptive text).
4. The researcher give preview before the student read the text was given about My Small House.
5. The researcher help the students learn click and clunk while reading each section of the passage.
6. The researcher helped students learn to gist the gist by identifying the most important idea in a section of text.
7. The researcher let the students learn to warm up by formulating question and answer about what they have learn.
8. The researcher use cooperative learning group roles.

9. Then, the researcher asked the students to learn the text in house to be discussed in the next meeting.

3.5.3.1.2. Second Meeting

1. The researcher explained the process which will take place.
2. The researcher asked the students about the text from the first meeting for a minute to check whether they understand the text or not.
3. The researcher give preview before the student read the text was given about My family.
4. The researcher help the students learn click and clunk while reading each section of the passage.
5. The researcher helped students learn to gist the gest by identifying the most important idea in a section of text.
6. The researcher let the students learn to warm up by formulating question and answer about what they have learn.
7. The researcher use cooperative learning group roles.
8. Then, the researcher asked the students to learn the text in house to be discussed in the next meeting.

3.5.3.1.3 Third Meeting

1. The researcher explained the process which will take place.
2. The researcher selected new book or passage that is appropriate for the students' reading level. The text was given about Trip to the Zoo.
3. The researcher give preview before the student read the text was given about my mother.
4. The researcher help the students learn click and clunk while reading each section of the passage.

5. The researcher helped students learn to gist the text by identifying the most important idea in a section of text
6. The researcher let the students learn to warm up by formulating question and answer about what they have learn
7. The researcher use cooperative learning group roles
8. Then, the researcher asked the students to learn the text in house to be discussed in the next meeting

3.5.3.1.4 Fourth Meeting

1. The researcher explained the process which will take place.
2. The researcher asked the students about the text from the last meeting for a minute to check whether they understand the text or not.
3. The researcher give preview before the student read the text was given about my classmate yuta.
4. The researcher help the students learn click and clunk while reading each section of the passage
5. The researcher helped students learn to gist the text by identifying the most important idea in a section of text
6. The researcher let the students learn to warm up by formulating question and answer about what they have learn.
7. The researcher use cooperative learning group roles
8. Then, the researcher discussed the text with the students along the way.

3.5.3.1.5 Fifth Meeting

1. The researcher explained the process which will take place.
2. The researcher asked the students about the text from the last meeting for a minute to check whether they understand the text or not.

3. The researcher give preview before the student read the text was given about wakatobi.
4. The researcher help the students learn click and clunk while reading each section of the passage
5. The researcher helped students learn to gist the gist by identifying the most important idea in a section of text.
6. The researcher let the students learn to warm up by formulating question and answer about what they have learn.
7. The researcher use cooperative learning group roles
8. Then, the researcher asked the students to learn the text in house to be discussed in the next meeting.

3.5.3.1.6 Sixth Meeting

1. The researcher explained the process which will take place.
2. The researcher asked the students about the text from the last meeting for a minute to check whether they understand the text or not.
3. The researcher give preview before the student read the text was given about Lembah pelangi waterfall.
4. The researcher help the students learn click and clunk while reading each section of the passage
5. The researcher helped students learn to gist the gist by identifying the most important idea in a section of text.
6. The researcher let the students learn to warm up by formulating question and answer about what they have learn
7. The researcher use cooperative learning group roles

8. The researcher asked the students to reread the text and marking the difficult words. Along these activities the researcher would walk around in the classroom.
9. Then, the researcher discussed the text with the students along the way.

3.5.3.2 Treatment of Control Class

3.5.3.2.1 First Meeting

1. The researcher explained the process which will take place.
2. The researcher selected an interesting book or passage that is appropriate for the students' reading level. The text was given about My small house.
3. The researcher distributed the text from the first meeting.
4. The researcher asked the students to read the text carefully.
5. The researcher leaded the students to reread the text.
6. The researcher asked the student to translate the text.
7. Then, the researcher discussed the text with the students along the way

3.5.3.2.2 Second Meeting

1. The researcher explained the process which will take place.
2. The researcher asked the students about the text from the first meeting.
3. The researcher leaded the students to read the text about my family.
4. The researcher guided the students to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies.
5. The researcher asked the students to answer the question to measure their ability to comprehend the text.
6. Then, the researcher discussed the text with the students along the way.

3.5.3.2.3 Third Meeting

1. The researcher explained the process which will take place.
2. The researcher selected an interesting book or passage that is appropriate for the students' reading level. The text was given about my mother.
3. The researcher distributed the text from the first meeting.
4. The researcher asked the students to read the text carefully.
5. The researcher leaded the students to reread the text.
6. The researcher asked the student to translate the text.
7. Then, the researcher discussed the text with the students along the way

3.5.3.2.4 Fourth Meeting

1. The researcher explained the process which will take place.
2. The researcher asked the students to take the text from the first meeting.
3. The researcher leaded the students to read the text about my classmate yuta
4. The researcher guided the students to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies.
5. The researcher asked the students to answer the question to measure their ability to comprehend the text.
6. Then, the researcher discussed the text with the students along the way.

3.5.3.2.5 Fifth Meeting

1. The researcher explained the process which will take place.
2. The researcher selected an interesting book or passage that is appropriate for the students' reading level. The text was given about wakatobi.
3. The researcher distributed the text from the first meeting.
4. The researcher asked the students to read the text carefully.
5. The researcher leaded the students to reread the text.

6. The researcher asked the student to translate the text.
7. Then, the researcher discussed the text with the students along the way

3.5.3.2.6 The Sixth Meeting

1. The researcher explained the process which will take place.
2. The researcher asked the students to take the text from the first meeting.
3. The researcher leaded the students to read the text about lembah pelanyi waterfall.
4. The researcher guided the students to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies.
5. The researcher asked the students to answer the question to measure their ability to comprehend the text.
6. Then, the researcher discussed the text with the students along the way.

3.6 Technique of Analysis Data

The gathered data are used to find out the differences of students' achievement in experimental class and controlled class. The formulas as follow

3.5.1 Scoring the students answer

To calculate the score the researcher used the formula as follow⁴³:

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

3.5.2 classified the students' score both pretest and posttest use the following five level classification:

Table 3.2 The criteria of classifying students reading comprehension

Number	Score	Criteria
--------	-------	----------

⁴³ Depdiknas, Langkah-langkah Penyusunan soal pedoman Penskoran dan cara penghitungan nilai akhir SMP/SMA/SMK, (Jakarta: depdikbud), p. 28

1	86-100	Excellent
2	71-85	Good
3	56-70	Fair
4	41-55	Poor
5	≤ 40	Very poor

3.5.3 Calculating the percentage of the students score:

To calculate the rate percentage of the students score by using the following formula:

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

Where:

P = Percentage

F = Frequency

N = Total number of sampel

3.5.4 Finding out the mean score using the following formula:

$$\bar{X} = \frac{\sum x}{n}$$

Where:

\bar{X} = Means score

$\sum X$ = The total number of the score

N = Total number of subjects

3.5.5 Finding the difference of the mean score between the pre-test and post-test to calculate the t-test value. The formula is as follow

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

Where:

T : Test of significance

X₁ : Mean score of experimental group

X₂ : Mean score of control group

SS₁ : The sum of squares of experimental group

SS₂ : The sum of squares of control group

n₁ : Total number of subject of experimental group

n₂ : Total number of subject of control group

$\sum X_1$: The sum of all squares of experimental group

$\sum X_2$: The sum of all squares of control group

$(\sum X_1)^1$: The sum scores of experimental group

$(\sum X_1)^2$: The sum scores of control group⁴⁴

3.5.6 calculating the standard deviation of score by using the formula:

$$SD = \sqrt{\frac{SS}{N}}, \text{ Where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

⁴⁴L. R. Gay, *Educational Research Competencies for Analysis and Applications, Second Edition* (Columbus Ohio: Person Merrill Prentice Hall, 1981), p.297

Where:

SD : The standard deviation

SS : The square root of the sum of square

$\sum X^2$: The sum of square

$(\sum X)^2$: Total square of the sum

N : Total number of subject

3.5.7 Determining Degrees of Freedom

$$df = N_x + N_y - 2$$

Where:

df : Degrees of freedom

N_x : Number of students of control group

N_y : Number of students of experimental group

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collected through a test that can be discussed in the section below.

4.1 Research Finding

4.1.1 Data Description

The data were collected from students' pre-test and post-test at two classes; experimental class and control class, in which VIII B as the experimental class and VIII A as the control class. As the explanation in chapter III, the experiment class was taught reading comprehension by using Collaborative Strategic Reading and the control class was not. The result of the data can be described as the following:

4.1.1.1 Data of Experimental Class

4.1.1.1.1 Pretest of Experiment Class

The writer gave some test to the students' as the pre-test to know the student's reading comprehension. The type of the test was multiple choices. After giving the pre-test to the students, the writer found out the result of the students' reading comprehension based on the criteria of comprehensibility before giving treatment. The result was shown in the following table:

Table 4.1 Student's Pretest Score of Experiment Class

NO	STUDENTS	SCORE	CLASSIFICATION
1	Student 1	73.3	Good
2	Student 2	53.3	Poor
3	Student 3	46.6	Poor

4	Student 4	60	Fair
5	Student 5	60	Fair
6	Student 6	60	Fair
7	Student 7	73.3	Good
8	Student 8	66.6	Good
9	Student 9	53.3	Poor
10	Student 10	73.3	Good
11	Student 11	60	Poor
12	Student 12	60	Fair
13	Student 13	73.3	Good
14	Student 14	53.3	Poor
15	Student 15	60	Fair
16	Student 16	46.6	Poor
17	Student 17	53.3	Good
18	Student 18	60	Fair
19	Student 19	53.3	Poor
20	Student 20	60	Fair
21	Student 21	60	Fair
22	Student 22	46.6	Poor
23	Student 23	53.3	Poor
$\Sigma = 23$		1359.4	
Average		59.10	

Table 4.2 Students' Classification score in Pretest

No	Classification	Score	Frequency	Percentage (%)
1	Very good	80 – 100	0	0
2	Good	66 – 79	6	26.09
3	Fair	56 – 65	9	39.13
4	Poor	40 – 55	8	34.78
5	Very poor	≤ 39	0	0
Total			23	100

As the illustrated in the table above, the average score of the students' prior reading comprehension before applying collaborative strategic reading. Only six student can reach good score. It had shown that the students reading comprehension in the pre-test was low.

4.1.1.1.2 Posttest of Experiment Class

After the writer gave treatment by using Collaborative Strategic Reading to the students, the writer gave post-test. The students were given the post-test to find out the achievement and their progress, it was used to know the result treatment. The result was shown in the following table:

Table 4.3 Student's Posttest Score based on Reading Comprehension

NO	STUDENTS	SCORE	CLASSIFICATION
1	Student 1	93.3	Very Good
2	Student 2	86.6	Very good
3	Student 3	60	Fair

4	Student 4	73.3	Good
5	Student 5	66.6	Good
6	Student 6	73.3	Good
7	Student 7	80	Very good
8	Student 8	86.6	Very good
9	Student 9	80	Very Good
10	Student 10	93.3	Very good
11	Student 11	86.6	Very Good
12	Student 12	73.3	Good
13	Student 13	93.3	Very good
14	Student 14	60	Poor
15	Student 15	73.3	Good
16	Student 16	60	Fair
17	Student 17	80	Very good
18	Student 18	86.6	Very Good
19	Student 19	73.3	Good
20	Student 20	86.6	Very good
21	Student 21	80	Very Good
22	Student 22	73.3	Good
23	Student 23	60	Poor
$\Sigma = 23$		1779.3	
Average		77.36	

Table 4.4 Students' Classification Score in Posttest

No	Classification	Score	Frequency	Percentage (%)
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1	Very good	80 – 100	12	52.17
2	Good	66 – 79	7	30.43
3	Fair	56 – 65	2	8.70
4	Poor	40 – 55	2	8.70
5	Very poor	≤ 39	0	0
Total			23	100

The table above, shown the result of students' improvement in reading comprehension after applying treatment using collaborative strategic reading. There were twelve students got very good score and seven students got good score and two students go fair. Although there where still student got poor score. But most of the students got high score in test. It means that the students' reading comprehension had improved by using collaborative strategic reading.

4.1.1.1.3 Gained Score of Experimental Class

Gained score is defined as the difference between test score obtained for an individual from a measurement instrument (the pretest and posttest scores) for each person. The students' gained score of experimental class as follows:

Tabel 4.5 Students' Gained Score of Experimental Class

No	Students	Pretest Score	Posttest Score	Gained Score
1	Student 1	73.3	93.3	20
2	Student 2	53.3	86.6	33.3

3	Student 3	46.6	60	13.4
4	Student 4	60	73.3	13.3
5	Student 5	60	66.6	6.6
6	Student 6	60	73.3	13.3
7	Student 7	73.3	80	6.7
8	Student 8	66.6	86.6	20
9	Student 9	53.3	80	26.7
10	Student 10	73.3	93.3	20
11	Student 11	60	86.6	26.6
12	Student 12	60	73.3	13.3
13	Student 13	73.3	93.3	20
14	Student 14	53.3	60	6.7
15	Student 15	60	73.3	13.3
16	Student 16	46.6	60	13.4
17	Student 17	53.3	80	26.7
18	Student 18	60	86.6	26.6
19	Student 19	53.3	73.3	20

20	Student 20	60	86.6	26.6
21	Student 21	60	80	20
22	Student 22	46.6	73.3	26.7
23	Student 23	53.3	60	6.7
$\Sigma = 23$		1359.4	1779.3	419.9
Mean Score		59.10	77.36	18.26
Max Score		73.3	93.3	
Min Score		46.6	60.0	

Based on Table 4.5 the lowest score and the highest score of pretest in the experimental class are 46.6 and 73.3 while the lowest score and the highest score of post-test are 60.0 and 93.3. Therefore, it can be concluded that the score of post-test at experimental class is higher than the score of its pre-test.

4.1.1.2 Data of Control Class

4.1.1.2.1 Pretest of Control Class

The writer gave some questions to the students as the pre-test to know the student's reading comprehension. Every student got the question and answered it. After giving the pre-test to the students, he researcher found out the result of the students' reading comprehension based on the criteria before giving treatment. The result was shown in the following table:

Table 4.6 Students' Pretest Score of Control Class

NO	STUDENTS	SCORE	CLASSIFICATION
1	Student 1	60	Fair

2	Student 2	60	Fair
3	Student 3	40	Fair
4	Student 4	60	Fair
5	Student 5	53.3	Poor
6	Student 6	40	Fair
7	Student 7	53.3	Poor
8	Student 8	66.6	Good
9	Student 9	60	Fair
10	Student 10	60	Fair
11	Student 11	60	Fair
12	Student 12	66.6	Good
13	Student 13	60	Fair
14	Student 14	66.6	Good
15	Student 15	46.6	Poor
16	Student 16	46.6	Poor
17	Student 17	66.6	Good
18	Student 18	66.6	Good
19	Student 19	40	Poor
20	Student 20	73.3	Good
21	Student 21	46.6	Poor
22	Student 22	73.3	Good
23	Student 23	40	Poor
$\Sigma = 23$		1306	
Average		56.78	

Table 4.7 Students' Classification Score in Pretest

No	Classification	Score	Frequency	Percentage (%)
1	Very good	80 – 100	0	0
2	Good	66 – 79	7	30.4
3	Fair	56 – 65	9	39.2
4	Poor	40 – 55	7	30.4
5	Very poor	≤ 39	0	0
Total			23	100

The data in the table above shows that in Pretest of control class there were still many students had low score in reading. The students were difficult to answer the test well. They did not understand the text well.

4.1.1.2.2 Posttest of Control Class

After the writer gave treatment to the students, the writer gave post-test. The students were given the post-test to find out the achievement and their progress, it was used to know the result treatment. The result was shown in the following table:

Table 4.8 Students' Posttest Score of Control Class

NO	STUDENTS	SCORE	CLASSIFICATION
1	Student 1	73.3	Good
2	Student 2	66.6	Good
3	Student 3	60	Fair
4	Student 4	80	Very Good
5	Student 5	60	Fair

6	Student 6	73.3	Good
7	Student 7	66.6	Good
8	Student 8	73.3	Good
9	Student 9	66.6	Good
10	Student 10	66.6	Good
11	Student 11	66.6	Good
12	Student 12	73.3	Good
13	Student 13	66.6	Good
14	Student 14	73.3	Good
15	Student 15	53.3	Poor
16	Student 16	60	Fair
17	Student 17	73.3	Good
18	Student 18	66.6	Good
19	Student 19	53.3	Poor
20	Student 20	80	Very good
21	Student 21	53.3	Poor
22	Student 22	80	Very good
23	Student 23	66.6	Good
$\Sigma = 23$		1552.5	
Average		67.5	

Table 4.9 Students' Classification Score in Posttest

No	Classification	Score	Frequency	Percentage (%)
1	Very good	80 – 100	3	13.04

2	Good	66 – 79	14	60.88
3	Fair	56 – 65	3	13.04
4	Poor	40 – 55	3	13.04
5	Very poor	≤ 39	0	0
Total			23	100

The table above, shown the result of students' improvement in reading comprehension after applying treatment using collaborative strategic reading. There were three students got very good score and fourteen students got good score and three students go fair and three got poor. some of the students got high score in test. It means that they can understand the text and answer the question well.

4.1.1.2.3 Gained Score in Experiment Class and Control Class

Gained score is defined as the difference between test score obtained for an individual from a measurement instrument (the pretest and posttest scores) for each person. The students' gained score of experimental class as follows:

Table 4.10 Students' Gained Score of Control Class

NO	STUDENT	PRETEST SCORE	POSTEST SCORE	GAINED SCORE
1	Student 1	60	73.3	13.3
2	Student 2	60	66.6	6.6
3	Student 3	40	60	20
4	Student 4	60	80	20

5	Student 5	53.3	60	6.7
6	Student 6	40	73.3	33.3
7	Student 7	53.3	66.6	13.3
8	Student 8	66.6	73.3	6.7
9	Student 9	60	66.6	6.6
10	Student 10	60	66.6	6.6
11	Student 11	60	66.6	6.6
12	Student 12	66.6	73.3	6.7
13	Student 13	60	66.6	6.6
14	Student 14	66.6	73.3	6.7
15	Student 15	46.6	53.3	6.7
16	Student 16	46.6	60	13.4
17	Student 17	66.6	73.3	6.7
18	Student 18	66.6	66.6	0
19	Student 19	40	53.3	13.3
20	Student 20	73.3	80	6.7
21	Student 21	46.6	53.3	6.7

22	Student 22	73.3	80	6.7
23	Student 23	40	66.6	26.6
$\Sigma = 23$		1306	1552.5	246.5
Mean Score		56.78	67.5	10.72
Max Score		73.3	80	
Min Score		40	53.3	

Based on Table 4.5 the lowest score and the highest score of pretest in the control class are 40.0 and 73.3 while the lowest score and the highest score of post-test are 53.3 and 80. Therefore, it can be concluded that the score of post-test at control class is higher than the score of its pre-test. It means that Collaborative Strategic Reading can improve the students' Reading Comprehension.

4.1.1.3 Data Analysis

In analyzing the data, t-test was used to make it easier to test the hypotheses.

The formula of the t-test is as follows:

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Before analyzing the data by using the t-test formula, there are several steps that should be done as follows.

Table 4.11 The Comparison Score between Students in Experimental Class (X) and Control Class (Y)

No	X	Y	X = x - Mx	Y = Y - My	X ²	Y ²
1	20	13.3	1.74	2.58	3.0276	6.6564

2	33.3	6.6	15.04	-4.11	226.2016	16.8921
3	13.4	20	-4.85	9.28	23.5225	86.1184
4	13.3	20	-4.95	9.28	24.5025	86.1184
5	6.6	6.7	-11.65	-4.01	135.7225	16.0801
6	13.3	33.3	-4.95	22.58	24.5025	509.8564
7	6.7	13.3	-11.55	2.58	133.4025	6.6564
8	20	6.7	1.74	-4.01	3.0276	16.0801
9	26.7	6.6	8.44	-4.11	71.2336	16.8921
10	20	6.6	1.74	-4.11	3.0276	16.8921
11	26.6	6.6	8.34	-4.11	69.5556	16.8921
12	13.3	6.7	-4.95	-4.01	24.5025	16.0801
13	20	6.6	1.74	-4.11	3.0276	16.8921
14	6.7	6.7	-11.55	-4.01	133.4025	16.0801
15	13.3	6.7	-4.95	-4.01	24.5025	16.0801
16	13.4	13.4	-4.85	2.68	23.5225	7.1824
17	26.7	6.7	8.44	-4.01	71.2336	16.0801
18	26.6	0	8.34	-10.71	69.5556	114.7041
19	20	13.3	1.74	2.58	3.0276	6.6564
20	26.6	6.7	8.34	-4.01	69.5556	16.0801
21	20	6.7	1.74	-4.01	3.0276	16.0801
22	26.7	6.7	8.44	-4.01	71.2336	16.0801
23	6.7	26.6	-11.55	15.8	133.4025	249.64
$\Sigma = 23$	419.9	246.5			1347.72	1302.77
Mean	18.26	10.72				

Score		
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4.1.1.3.1 Determining mean of gained score of control class:

$$\bar{x} = \left(\frac{\sum x}{N_x} \right)$$

$$\bar{x} = \left(\frac{419.9}{23} \right)$$

$$\bar{x} = 18.26$$

4.1.1.3.2 Determining mean of gained score of Control class:

$$\bar{x} = \left(\frac{\sum y}{N_y} \right)$$

$$\bar{x} = \left(\frac{246.5}{23} \right)$$

$$\bar{x} = 10.72$$

4.1.1.3.3 Determining standard deviation of experiment class:

$$SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

$$SS = 1347.72 - \frac{(419.9)^2}{23}$$

$$SS = 1347.72 - \frac{176316.01}{23}$$

$$SS = 1347.72 - 7665.91$$

$$SS = -6318.19$$

4.1.1.3.4 Determining deviation of control class:

$$SS = \sum Y^2 - \frac{(\sum y)^2}{N}$$

$$SS = 1302.77 - \frac{(246.5)^2}{23}$$

$$SS = 1302.77 - \frac{60762.25}{23}$$

$$SS = 1302.77 - 2641.25$$

$$SS = -1339.06$$

4.1.1.3.5 Determining value of hypotheses testing by using t-test formula:

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{18.26 - 10.72}{\sqrt{\left(\frac{-6318.19 + (-1339.06)}{23 + 23 - 2}\right) \left(\frac{1}{23} + \frac{1}{23}\right)}}$$

$$t = \frac{7.54}{\sqrt{\left(\frac{-7657.25}{40}\right) \left(\frac{1}{23} + \frac{1}{23}\right)}}$$

$$t = \frac{7.54}{\sqrt{(-191.43) \cdot (0.08)}}$$

$$t = \frac{7.54}{\sqrt{-15.31}}$$

$$t = \frac{7.54}{-3.91}$$

$$t = 1.92$$

4.1.1.3.6 Determining degrees of freedom:

$$df = N_x + N_y - 2$$

$$df = 23 + 23 - 2$$

$$df = 44$$

After obtaining the degrees of freedom, looking at t-table (tt) at the degree of freedom 40 in significant degrees of 0.05 (5%), the t-table (tt) is 1.92.

4.2 Discussion

4.2.1 Data Interpretation

Based on data analysis, if t_o (*t-observation*) is higher than t_t (*t-table*), ($1.92 > 1.68$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It should be concluded that the using of collaborative strategic reading is there any significant different of the students' reading comprehension at the eighth grade students' of MTs Al-badar. But, both of control class and experimental class get improvement in each posttest. Furthermore, the students in the experimental class achieve higher score in their posttest than the score of students in control class

4.2.2 Students' Reading Comprehension Before and After Being Taught by Collaborative Strategic Reading

Measuring the students' comprehension in reading before and after being taught by using Collaborative strategic Reading can be seen at students' score in pretest and posttest. It can be said that the implementation of Collaborative strategic Reading able to encourage reading comprehension if the posttest score of the experimental class is higher than pretest score of the experimental class. By looking at the research finding, found that the mean score of the experimental class in pretest is 59.10 and the mean score of the experimental class in posttest is 77.36.

From that finding, it can be interpreted that students' reading comprehension before being taught by using Collaborative strategic Reading is lower if it compares with the students' reading comprehension after being taught by Collaborative strategic Reading. It is implicated that using Collaborative strategic Reading able to encourage students' reading comprehension. Furthermore, to make a conclusion about the effectiveness of Collaborative strategic Reading to encourage reading comprehension at the eighth grade students of MTs Al-Badar, it can be done by analyzing the data using t_o and compare it with the t -table. The result of the data

analyses showed that $t_o (1.92) > t_t (1.68)$. It means that the Collaborative strategic reading is effective to encourage reading comprehension the eighth grade students of MTs Al-Badar

4.2.3 The Result of the Test

Based on data analysis, if t_o (*t-observation*) is higher than t_t (*t-table*), ($1.92 > 1.68$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It should be concluded that the implementation of Collaborative Strategic Reading is able to encourage reading comprehension at the eighth grade students' of MTs Al-Badar. But, both control class and experimental class get improvement in each posttest. Furthermore, the students in the experimental class achieve higher score in their post-test than the score of students in control class.

The data is found that the mean score of the pretest score of the experimental class was 59.10 the mean score of pretest score of control class was 57.78. The mean score of posttest score of experimental class was 77.36 the mean score of posttest score of control class was 67.5. It can be seen that the students' learning outcomes of experimental class is higher than the students' learning outcomes of the control class. So according to the theory the Collaborative Strategic Reading is effective to encourage reading comprehension at the eighth grade students of MTs Al-Badar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two part conclusion and suggestion. Conclusion deals with the conclusion of the research finding and suggestion deals with some ideas that was given by the researcher.

5.1 Conclusion

Based on the finding of the study, the research gave the conclusion:

The research of data analysis showed that collaborative strategic reading is able to help the students' personalize their learning in reading comprehension. and it was also described that this material was an effective way when the students' are solving problem.

The data analysis test also showed that there was a significant different between using collaborative strategic reading and without using collaborative strategic reading. It was proved by development of mean score of the pretest score of the experimental class was 59.10 the mean score of pretest score of control class was 56.78. The mean score of posttest score of experimental class was 77.36 the mean score of posttest score of control class was 67.5.

The research concluded that the students' learning outcomes of experimental class is higher than the students' learning outcomes of the control class. So according to the theory the Collaborative Strategic Reading is effective to encourage reading comprehension at the eighth grade students of MTs Al-Badar

5.2 Suggestion

In considering the conclusion of this research, the writer further proposed some suggestion to the teacher, students and the next researcher as follow:

5.2.1 For the English Teacher

5.2.1.1 The teacher has to more creative and innovative to manage the use of media , method, technique and strategy in teaching English.

5.2.1.2 The English teacher should be able to use some of technique that was suitable for the students' condition. In other words, the teacher should build a favorable atmosphere in teaching-learning process. Because a conducive condition in teaching would become one access to carry the success of material to be tough.

5.2.2 for the Students

The students should express their selves on improving their speaking skill and does not less motivation in learning English and they should be intensified to practice English in daily life.

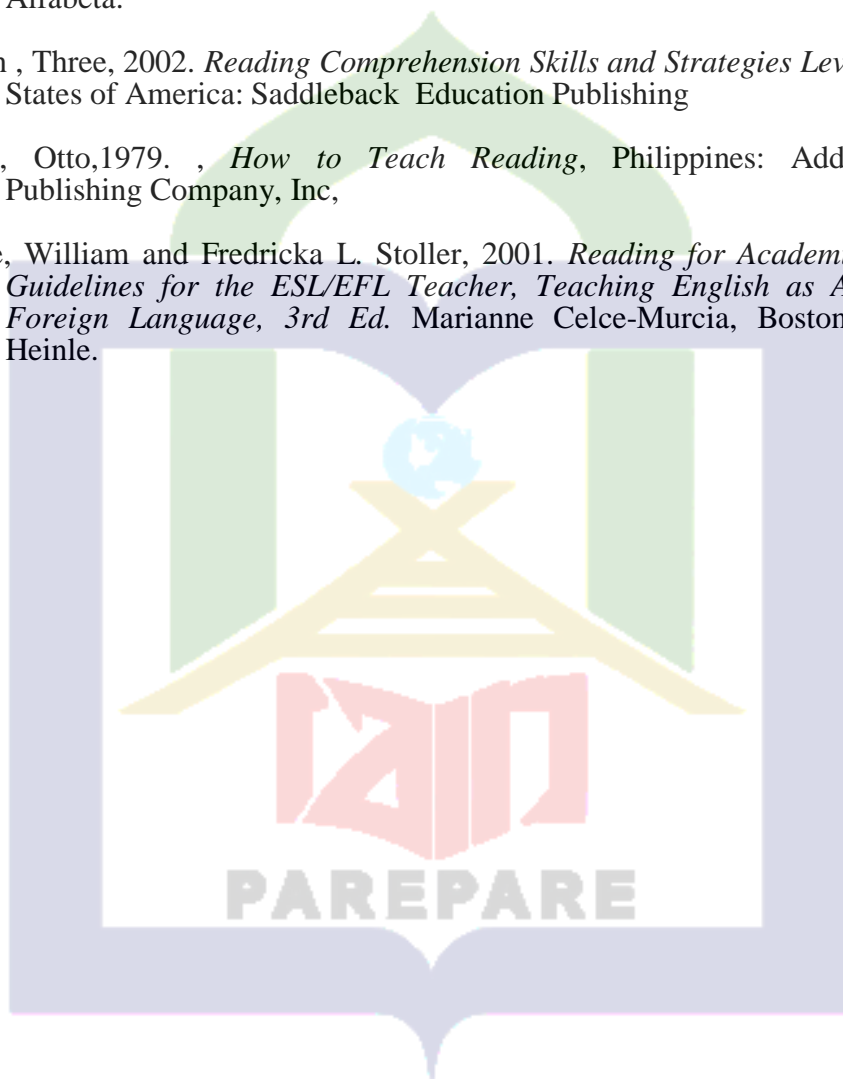
5.2.3 For the Next Research

5.2.3.1 There were still much more media, technique, method, and strategy in teaching English and collaborative Strategic Reading is one of them. So the next research should much more creative to find another technique of teaching and it is necessary to another research conduct a further research, in order to validate te result of this study.

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NAMA MAHASISWA : FATRIADIN

NIM/JURUSAN : 15.1300.149/PBI

FAKULTAS : TARBIYAH

JUDUL : THE USING COLLABORATIVE STRATEGIC READING TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE OF MTS AL-BADAR

Instrumen Penelitian

Pre-TEST

Read the text and choose the correct answer by crossing (x) a, b, c, or d! The following text is number 1-10

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

<p>1. How old is Peter? He is ... years old.</p> <p>a. Four</p> <p>b. Fourteen</p> <p>c. Forty</p> <p>d. Ten</p> <p>2. The writer is ... years old.</p> <p>a. Fourteen</p> <p>b. Sixteen</p> <p>c. Eighteen</p>	<p>a. Many people do not like Peter.</p> <p>b. People is older that the writer.</p> <p>c. Peter is a welcoming person.</p> <p>d. Peter is not diligent at all.</p> <p>7. What is the text mostly about?</p> <p>a. Peter</p> <p>b. Peter's hobby</p> <p>c. Peter's family</p> <p>d. peters' elder brother</p>
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<p>d. Nineteen</p> <p>3. Which of the following statement is not true about Peter?</p> <ol style="list-style-type: none"> He has long and straight hair. He has bright eyes. He is interested in sports. He plays football and tennis. <p>4. According to the passage, we know that Peter is</p> <ol style="list-style-type: none"> The writer's youngest brother The writer's elder brother A naughty boy A friendly boy <p>5. It is implied in the passage that</p> <ol style="list-style-type: none"> Peter is naughty. Peter is lazy. Peter is unfriendly. Peter is diligent. <p>6. From the text, we may conclude that....</p>	<p>8. "<u>He</u> is fourteen years old . . . Than me."</p> <p>The underlined word refers to</p> <ol style="list-style-type: none"> Peter The writer The writer's brother the writer's family <p>9. "Peter is <u>interested</u> in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by</p> <ol style="list-style-type: none"> Dislike sport Really likes sport Hates sport very much Finds sport not really entertaining <p>10. "But <u>he usually does what he is asked to do</u>"</p> <p>The underlined phrase means ...</p> <ol style="list-style-type: none"> He does anything he wants. He always asks. He is lazy. He is diligent
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The following text is for questions number 11 to 15.

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

11. Where is the city of boyolali?

- North of Solo and east of Merapi and Merbabu Mountains.
- South of Jogja and west of Merapi and Merbabu Mountains.
- North Jakarta.
- East Surabaya.

12. How many cow statues in Boyolali?
- 4
 - 5
 - 6
 - 7
13. " ... they are seeking in Boyolali" (paragraph 3)
What does the underlined word refer to?
- People from out town
 - Places in Boyolali.
 - Cow statues.
 - Real cows.
14. What is the main idea of the last paragraph?
- The statues help people to find places easily.
 - The statues decorate the town beautifully.
 - The cow can get their way easily around the town.
 - The people from out of town easily find the statues.
15. The text mainly tells us about
- the colour of the statues
 - cow statues in Boyolali
 - a town called Boyolali
 - how to raise cow

Instrument Penelitian

Post-TEST

Read the text and choose the correct answer by crossing (x) a, b, c, or d! The following text is number 1-5

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

1. The writer's friend has just bought ... from blowfish shoes products.
- a new match shoes

- b. a new stylist foot legs
 - c. a trendy and attractive shoes
 - d. a brand and bright color shoes
2. Why does the writer admire her friend?
- a. She likes wearing an international trade mark shoes.
 - b. She always wants to be a trendy and attractive woman.
 - c. She has the most suitable shoes on her physical appearance.
 - d. She really has perfect appearance with her wonderful shoes.
3. Which of the following Statement is not true about the woman?
- a. He is Handsome, attractive and trendy.
 - b. She is beautiful, attractive and trendy.
 - c. She has perfect appereance..
 - d. She is ugly and lazy.
4. Writer writes the text in order to ...
- a. describe her friend's style and her new shoes.
 - b. explain an international trademark shoes.
 - c. share her experience with her friend.
 - d. tell blow fish shoes products.
5. "She really has perfect appearance." The word "she" refers to ...
- a. the writer.
 - b. a close friend.
 - c. the writer's friend.
 - d. a blow fish women's shoes

Read the text and answer questions 6 to 10.

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight.

This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag

6. Where does the writer usually put her small items?
- A. In her pockets.
 - B. In her laptop backpack.
 - C. In her pocket size wallet.
 - D. In the pockets of her leather bag.
7. What makes the small items of the writer not falling down in the bag?
- A. The satisfying bag

- B. Her laptop backpack
 - C. A pocket-sized wallet
 - D. The pockets inside the bag
8. "I've spent much money on a bag and I don't regret it". The underlined word refers to ...the bag.
- A. having
 - B. seeing
 - C. buying
 - D. loving
9. What is the main idea of the last paragraph?
- A. The writer has a new bag.
 - B. The bag is very functional.
 - C. The bag has many pockets.
 - D. The writer is satisfied with the bag
10. What is the purpose of the text?
- A. To retell the past event
 - B. To entertain the readers
 - C. To describe the writer's new bag
 - D. To give instruction how to buy a bag

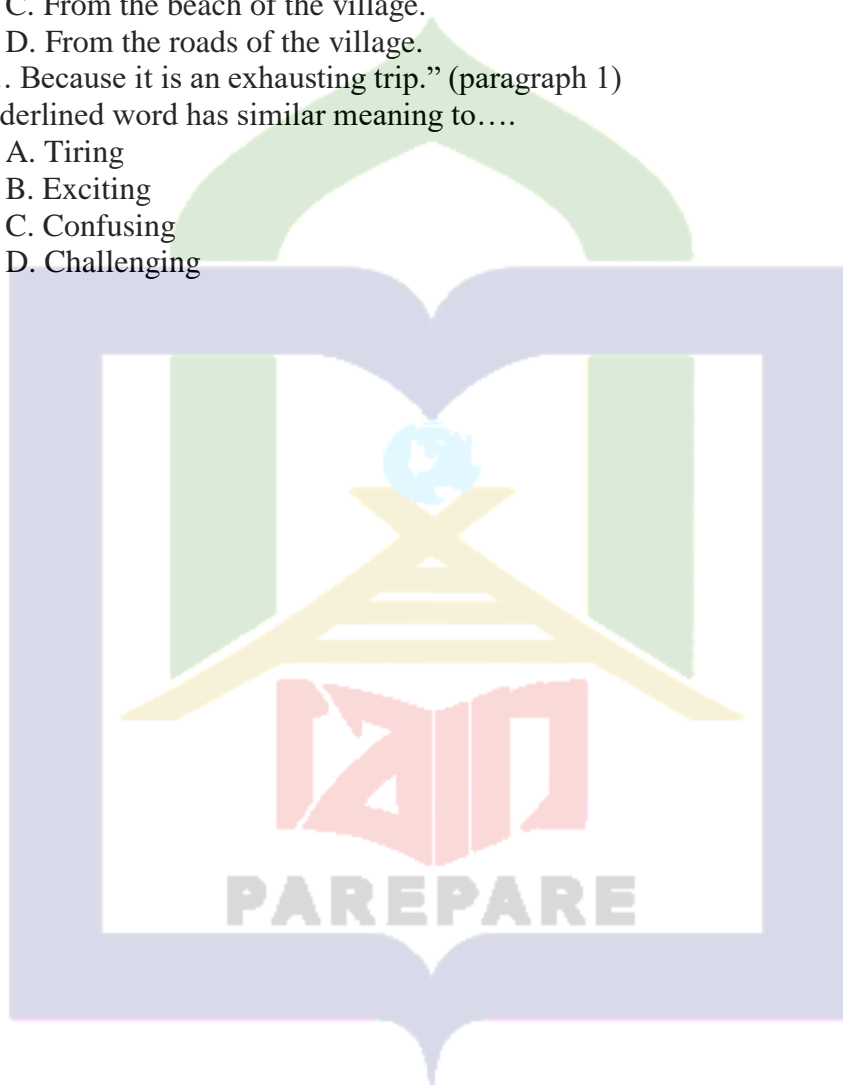
The following text is for questions number 11 to 15.

I live in a village called Amed in Bali, about a two-hour drive from Kuta. It is a beach village and one of the best places for scuba diving in Bali. To reach my village, you will need a lot of energy because it is an exhausting trip. The road is curved and there are many ups and downs too. But as soon as you arrive in Amed, your efforts will be paid by the beauty of my village.

Unlike other places in Bali, Amed is a calm and peaceful place. The bay, some sandy, others rocky appears to be lined with traditional fishing boats called jukung. From the top of the hill, people can enjoy the beautiful scenery. There are no factories or industries in Amed, so the water and the soil in my village are still clean and unpolluted. This is needed to produce salt by the people in the village.

11. What is the text mainly about?
- A. My village
 - B. Tourist sites
 - C. Traditional Fishing.
 - D. Beach
12. What makes Amed different from other places in Bali?
- A. Amed is a place for scuba diving.
 - B. It needs a lot of energy to get there.
 - C. Amed is a calm and peaceful place.
 - D. Amed has many star rated hotels.
13. how long it takes to get to my village ?
- A. About 2 days

- B. About two-hour drive from Kuta
 - C. About 1 week
 - D. About three hour drive from Bali.
14. Where can people enjoy beautiful scenery in Amed?
- A. From the top of the hill.
 - B. From the top of the factory.
 - C. From the beach of the village.
 - D. From the roads of the village.
15. “.... Because it is an exhausting trip.” (paragraph 1)
The underlined word has similar meaning to....
- A. Tiring
 - B. Exciting
 - C. Confusing
 - D. Challenging



LESSON PLAN CONTROL CLASS

Sekolah : MTs DDI AIBADAR
 Mata pelajaran : BAHASA INGGRIS
 Kelas : 8
 Alokasi Waktu : 12 x 45 MENIT(6 x Pertemuan)

A. Kompetensi Inti (KI)

Memahami makna teks tulis dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Merespon Makna dan langkahlangkah retorikaesai pendek sederhana secara akurat lancer dan berterima yang berkaitan dengan lingkungan sekitar	1. Siswa dapat menangkap informasi spesifik yang ada pada text descriptive. 2. Siswa dapat mengidentifikasi makna dan gagasan dalam text descriptive . 3. Siswa dapa mengidentifikasi aspekaspek yang ad pada text descriptive.

C. Tujuan Pembelajaran:

Peserta didik dapat: mengidentifikasi fungsi sosial, unsur kebahasaan dan struktur teks deskriptif terkait tempat wisata dan menangkap makna yang terdapat pada teks deskriptif

D. Materi Pembelajaran

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

E. Kegiatan Pembelajaran

Pertemuan I

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam 2. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 3. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan. 	15 menit
Inti	<ol style="list-style-type: none"> 1. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 2. Guru menjelaskan pengertian tentang descriptive teks. 3. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 4. Guru memberikan menjelaskan language features dari descriptive teks. 5. Guru memberikan game Matching kepada siswa tentang descriptive text. 6. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text. 	70 Menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi 	Menit

Pertemuan 2

My Family

My family has four members: those are I, my sister, and parents of course.

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam 2. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 3. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan. 	15 menit
Inti	<ol style="list-style-type: none"> 1. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 2. Guru menjelaskan pengertian tentang descriptive teks. 3. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 	70 Menit

	4. Guru memberikan menjelaskan language features dari descriptive teks. 5. Guru memberikan game Matching kepada siswa tentang descriptive text. 6. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.	
Penutup	1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi	5 Menit

Pertemuan 3

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Peserta didik merespon salam 2. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya.	15 menit

	3. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	
Inti	<ol style="list-style-type: none"> 1. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 2. Guru menjelaskan pengertian tentang descriptive teks. 3. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 4. Guru memberikan menjelaskan language features dari descriptive teks. 5. Guru memberikan game Matching kepada siswa tentang descriptive text. 6. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text. 	70 Menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi 	5. Menit

Pertemuan 4

My Classmate, Yuta

Yuta is one of the 150 International students at the ELC of Brigham Young University. He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn't like that. In his free time he spends too much time sleeping, so it seems that he has a sleeping sickness.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam 2. Peserta didik bermain tebak gambar (peserta didik 	15 menit

	<p>diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya.</p> <p>3. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.</p>	
Inti	<p>7. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks</p> <p>8. Guru menjelaskan pengertian tentang descriptive teks.</p> <p>9. Guru memberikan penjelasan tentang generic structure dari descriptive teks.</p> <p>10. Guru memberikan menjelaskan language features dari descriptive teks.</p> <p>11. Guru memberikan game Matching kepada siswa tentang descriptive text.</p> <p>12. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.</p>	70 Menit
Penutup	<p>1. Peserta didik menyimpulkan materi yang telah dipelajari</p> <p>2. Peserta didik merefleksi pelajaran yang telah diterima</p> <p>3. Guru memberi penguatan dan motivasi</p>	5. Menit

Pertemuan 5

Wakatobi

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name of Wakatobi is derived from the names of the main islands in the archipelago: Wangiwangi, Kaledupa, Tomea, and Binangko. Do you know what? It is the best diving sites ever.

There are many reasons why I call Wakatobi as the best diving sites ever. First, the reefs in Wakatobi diving are unlike others in the region because of the dry climate and uplifted limestone. This means Wakatobi is an exceptionally clean environment due to the lack of soil erosion. Second, being a national park, fishing is strictly limited and the reefs of Wakatobi are protected. These superb reefs are supported and protected by the local fishing communities who obtain a fair share of the income generated by Wakatobi dive tourism in exchange for adopting more sustainable practices, such as leaving large stretches of reef completely untouched. Third, Wakatobi is located at the world's coral reef triangle center with its 942 fish species

and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam 2. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 3. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan. 	15 menit
Inti	<ol style="list-style-type: none"> 1. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 2. Guru menjelaskan pengertian tentang descriptive teks. 3. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 4. Guru memberikan menjelaskan language features dari descriptive teks. 5. Guru memberikan game Matching kepada siswa tentang descriptive text. 6. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text. 	70 Menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi 	5. Menit

Pertemuan ke 6

Lembah Pelangi Waterfall

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

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

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

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam 2. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 3. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan. 	15 menit
Inti	<ol style="list-style-type: none"> 1. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 2. Guru menjelaskan pengertian tentang descriptive teks. 3. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 4. Guru memberikan menjelaskan language features dari descriptive teks. 5. Guru memberikan game Matching kepada siswa tentang descriptive text. <p>Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.</p>	70 Menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi 	5.Menit

LESSON PLAN EXPERIMENT CLASS

Sekolah : MTs DDI AIBADAR
 Mata pelajaran : BAHASA INGGRIS
 Kelas : 8
 Alokasi Waktu : 12 x 45 MENIT(6 x Pertemuan)

F. Kompetensi Inti (KI)

Memahami makna teks tulis dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar.

G. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Merespon Makna dan langkahlangkah retorikaesai pendek sederhana secara akurat lancer dan berterima yang berkaitan dengan lingkungan sekitar	4. Siswa dapat menangkap informasi spesifik yang ada pada text descriptive. 5. Siswa dapat mengidentifikasi makna dan gagasan dalam text descriptive . 6. Siswa dapa mengidentifikasi aspekaspek yang ad pada text descriptive.

H. Tujuan Pembelajaran:

Peserta didik dapat: mengidentifikasi fungsi sosial, unsur kebahasaan dan struktur teks deskriptif terkait tempat wisata dan menangkap makna yang terdapat pada teks deskriptif

I. Materi Pembelajaran

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

J. Kegiatan Pembelajaran **Pertemuan I**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 4. Peserta didik merespon salam 5. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 6. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan. 	15 menit
Inti	<ol style="list-style-type: none"> 1. Peserta didik diberi review tentang materi my small haous 2. Peserta didik bersama dengan kelompoknya melanjutkan membaca teks ke sesi atau paragraf selanjutnya. Setelah itu, masing-masing mencari clunks atau difficult words. Setelah ditemukan paling tidak lima kata pada masing-masing anggota, maka mereka cari arti dari kata tersebut. 3. Peserta didik diminta untuk menyatakan kembali ide pokok dari masing-masing paragraph dengan kata-kata mereka sendiri. 4. Peserta didik berdiskusi untuk menentukan pertanyaan-pertanyaan yang terkait dengan teks yang telah mereka pelajari. 	70 Menit
Penutup	<ol style="list-style-type: none"> 4. Peserta didik menyimpulkan materi yang telah dipelajari 5. Peserta didik merefleksi pelajaran yang telah diterima 6. Guru memberi penguatan dan motivasi 	Menit

Pertemuan 2

My Family

My family has four members: those are I, my sister, and parents of course.

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	4. Peserta didik merespon salam 5. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 6. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	1. Peserta didik diberi review tentang materi my Family	70 Menit

	<ol style="list-style-type: none"> 2. Peserta didik bersama dengan kelompoknya melanjutkan membaca teks ke sesi atau paragraf selanjutnya. Setelah itu, masing-masing mencari clunks atau difficult words. Setelah ditemukan paling tidak lima kata pada masing-masing anggota, maka mereka cari arti dari kata tersebut. 3. Peserta didik diminta untuk menyatakan kembali ide pokok dari masing-masing paragraph dengan kata-kata mereka sendiri. 4. Peserta didik berdiskusi untuk menentukan pertanyaan-pertanyaan yang terkait dengan teks yang telah mereka pelajari. 	
Penutup	<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi 	6 Menit

Pertemuan 3

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

Kegiatan	Deskripsi Kegiatan	Alokasi
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		Waktu
Pendahuluan	4. Peserta didik merespon salam 5. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 6. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	1. Peserta didik diberi review tentang materi my mother 2. Peserta didik bersama dengan kelompoknya melanjutkan membaca teks ke sesi atau paragraf selanjutnya. Setelah itu, masing-masing mencari clunks atau difficult words. Setelah ditemukan paling tidak lima kata pada masing-masing anggota, maka mereka cari arti dari kata tersebut. 3. Peserta didik diminta untuk menyatakan kembali ide pokok dari masing-masing paragraph dengan kata-kata mereka sendiri. 4. Peserta didik berdiskusi untuk menentukan pertanyaan-pertanyaan yang terkait dengan teks yang telah mereka pelajari	70 Menit
Penutup	4. Peserta didik menyimpulkan materi yang telah dipelajari 5. Peserta didik merefleksi pelajaran yang telah diterima 6. Guru memberi penguatan dan motivasi	5. Menit

Pertemuan 4

My Classmate, Yuta

Yuta is one of the 150 International students at the ELC of Brigham Young University. He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn't like that. In his

free time he spends too much time sleeping, so it seems that he has a sleeping sickness.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	4. Peserta didik merespon salam 5. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 6. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	1. Peserta didik diberi review tentang materi my classmate, Yuta 2. Peserta didik bersama dengan kelompoknya melanjutkan membaca teks ke sesi atau paragraf selanjutnya. Setelah itu, masing-masing mencari clunks atau difficult words. Setelah ditemukan paling tidak lima kata pada masing-masing anggota, maka mereka cari arti dari kata tersebut. 3. Peserta didik diminta untuk menyatakan kembali ide pokok dari masing-masing paragraph dengan kata-kata mereka sendiri. 4. Peserta didik berdiskusi untuk menentukan pertanyaan-pertanyaan yang terkait dengan teks yang telah mereka pelajari	70 Menit
Penutup	4. Peserta didik menyimpulkan materi yang telah dipelajari 5. Peserta didik merefleksi pelajaran yang telah diterima 6. Guru memberi penguatan dan motivasi	5.Menit

Pertemuan 5

Wakatobi

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name of Wakatobi is derived from the names of the main islands in

the archipelago: Wangiwangi, Kaledupa, Tomea, and Binangko. Do you know what? It is the best diving sites ever.

There are many reasons why I call Wakatobi as the best diving sites ever. First, the reefs in Wakatobi diving are unlike others in the region because of the dry climate and uplifted limestone. This means Wakatobi is an exceptionally clean environment due to the lack of soil erosion. Second, being a national park, fishing is strictly limited and the reefs of Wakatobi are protected. These superb reefs are supported and protected by the local fishing communities who obtain a fair share of the income generated by Wakatobi dive tourism in exchange for adopting more sustainable practices, such as leaving large stretches of reef completely untouched. Third, Wakatobi is located at the world's coral reef triangle center with its 942 fish species and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	4. Peserta didik merespon salam 5. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 6. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	1. Peserta didik diberi review tentang materi my small haous 2. Peserta didik bersama dengan kelompoknya melanjutkan membaca teks ke sesi atau paragraf selanjutnya. Setelah itu, masing-masing mencari clunks atau difficult words. Setelah ditemukan paling tidak lima kata pada masing-masing anggota, maka mereka cari arti dari kata tersebut. 3. Peserta didik diminta untuk menyatakan kembali ide pokok dari masing-masing paragraph dengan kata-kata mereka sendiri. 4. Peserta didik berdiskusi untuk menentukan pertanyaan-pertanyaan yang terkait dengan teks yang telah mereka pelajari	70 Menit
Penutup	4. Peserta didik menyimpulkan materi yang telah dipelajari	5. Menit

	5. Peserta didik merefleksikan pelajaran yang telah diterima	
	6. Guru memberi penguatan dan motivasi	

Pertemuan ke 6

Lembah Pelangi Waterfall

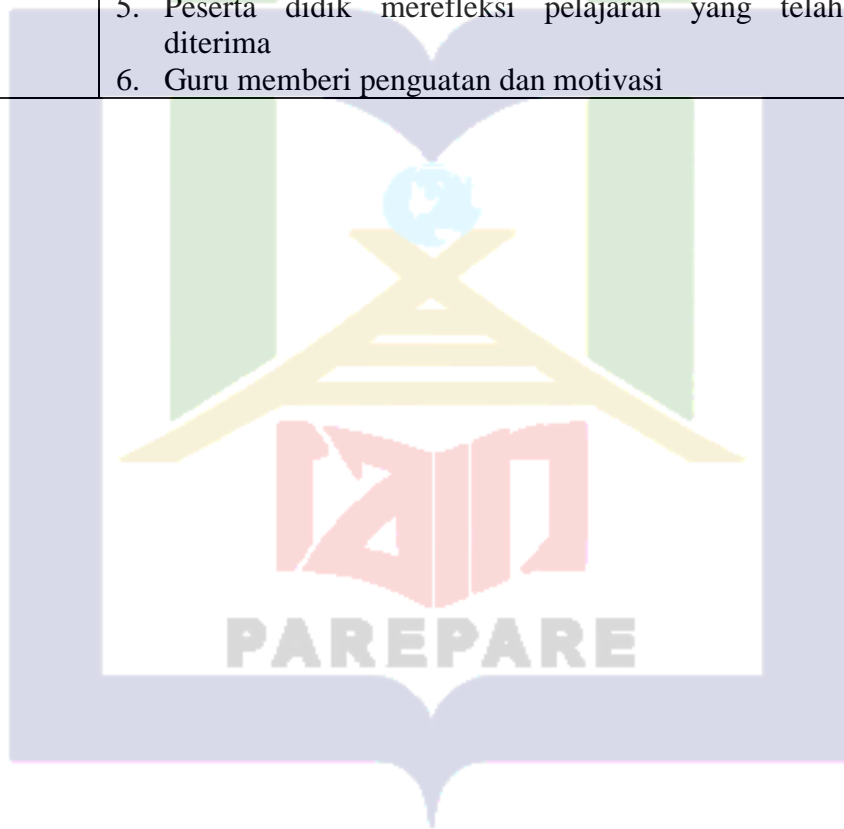
Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in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

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

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

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	4. Peserta didik merespon salam 5. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 6. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	1. Peserta didik diberi review tentang materi my small haous 2. Peserta didik bersama dengan kelompoknya	70 Menit

	<p>melanjutkan membaca teks ke sesi atau paragraf selanjutnya. Setelah itu, masing-masing mencari clunks atau difficult words. Setelah ditemukan paling tidak lima kata pada masing-masing anggota, maka mereka cari arti dari kata tersebut.</p> <p>3. Peserta didik diminta untuk menyatakan kembali ide pokok dari masing-masing paragraph dengan kata-kata mereka sendiri.</p> <p>4. Peserta didik berdiskusi untuk menentukan pertanyaan-pertanyaan yang terkait dengan teks yang telah mereka pelajari</p>	
Penutup	<p>4. Peserta didik menyimpulkan materi yang telah dipelajari</p> <p>5. Peserta didik merefleksi pelajaran yang telah diterima</p> <p>6. Guru memberi penguatan dan motivasi</p>	5.Menit



LESSON PLAN CONTROL CLASS

Sekolah : MTs DDI AIBADAR
 Mata pelajaran : BAHASA INGGRIS
 Kelas : 8
 Alokasi Waktu : 12 x 45 MENIT(6 x Pertemuan)

K. Kompetensi Inti (KI)

Memahami makna teks tulis dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar.

L. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Merespon Makna dan langkahlangkah retorikaesai pendek sederhana secara akurat lancer dan berterima yang berkaitan dengan lingkungan sekitar	7. Siswa dapat menangkap informasi spesifik yang ada pada text descriptive. 8. Siswa dapat mengidentifikasi makna dan gagasan dalam text descriptive . 9. Siswa dapa mengidentifikasi aspekaspek yang ad pada text descriptive.

M. Tujuan Pembelajaran:

Peserta didik dapat: mengidentifikasi fungsi sosial, unsur kebahasaan dan struktur teks deskriptif terkait tempat wisata dan menangkap makna yang terdapat pada teks deskriptif

N. Materi Pembelajaran

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

O. Kegiatan Pembelajaran

Pertemuan I

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	7. Peserta didik merespon salam 8. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 9. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	7. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 8. Guru menjelaskan pengertian tentang descriptive teks. 9. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 10. Guru memberikan menjelaskan language features dari descriptive teks. 11. Guru memberikan game Matching kepada siswa tentang descriptive text. 12. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.	70 Menit
Penutup	7. Peserta didik menyimpulkan materi yang telah dipelajari 8. Peserta didik merefleksi pelajaran yang telah diterima 9. Guru memberi penguatan dan motivasi	Menit

Pertemuan 2

My Family

My family has four members: those are I, my sister, and parents of course.

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	7. Peserta didik merespon salam 8. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 9. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	7. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 8. Guru menjelaskan pengertian tentang descriptive teks. 9. Guru memberikan penjelasan tentang generic structure dari descriptive teks.	70 Menit

	10. Guru memberikan menjelaskan language features dari descriptive teks. 11. Guru memberikan game Matching kepada siswa tentang descriptive text. 12. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.	
Penutup	1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi	7 Menit

Pertemuan 3

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	7. Peserta didik merespon salam 8. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya.	15 menit

	9. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	
Inti	1. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 2. Guru menjelaskan pengertian tentang descriptive teks. 3. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 4. Guru memberikan menjelaskan language features dari descriptive teks. 5. Guru memberikan game Matching kepada siswa tentang descriptive text. 6. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.	70 Menit
Penutup	7. Peserta didik menyimpulkan materi yang telah dipelajari 8. Peserta didik merefleksikan pelajaran yang telah diterima 9. Guru memberi penguatan dan motivasi	5. Menit

Pertemuan 4

My Classmate, Yuta

Yuta is one of the 150 International students at the ELC of Brigham Young University. He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn't like that. In his free time he spends too much time sleeping, so it seems that he has a sleeping sickness.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	7. Peserta didik merespon salam 8. Peserta didik bermain tebak gambar (peserta didik	15 menit

	<p>diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya.</p> <p>9. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.</p>	
Inti	<p>7. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks</p> <p>8. Guru menjelaskan pengertian tentang descriptive teks.</p> <p>9. Guru memberikan penjelasan tentang generic structure dari descriptive teks.</p> <p>10. Guru memberikan menjelaskan language features dari descriptive teks.</p> <p>11. Guru memberikan game Matching kepada siswa tentang descriptive text.</p> <p>12. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.</p>	70 Menit
Penutup	<p>7. Peserta didik menyimpulkan materi yang telah dipelajari</p> <p>8. Peserta didik merefleksikan pelajaran yang telah diterima</p> <p>9. Guru memberi penguatan dan motivasi</p>	5. Menit

Pertemuan 5

Wakatobi

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name of Wakatobi is derived from the names of the main islands in the archipelago: Wangiwangi, Kaledupa, Tomea, and Binangko. Do you know what? It is the best diving sites ever.

There are many reasons why I call Wakatobi as the best diving sites ever. First, the reefs in Wakatobi diving are unlike others in the region because of the dry climate and uplifted limestone. This means Wakatobi is an exceptionally clean environment due to the lack of soil erosion. Second, being a national park, fishing is strictly limited and the reefs of Wakatobi are protected. These superb reefs are supported and protected by the local fishing communities who obtain a fair share of the income generated by Wakatobi dive tourism in exchange for adopting more sustainable practices, such as leaving large stretches of reef completely untouched. Third, Wakatobi is located at the world's coral reef triangle center with its 942 fish species

and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	7. Peserta didik merespon salam 8. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 9. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	7. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 8. Guru menjelaskan pengertian tentang descriptive teks. 9. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 10. Guru memberikan menjelaskan language features dari descriptive teks. 11. Guru memberikan game Matching kepada siswa tentang descriptive text. 12. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.	70 Menit
Penutup	7. Peserta didik menyimpulkan materi yang telah dipelajari 8. Peserta didik merefleksikan pelajaran yang telah diterima 9. Guru memberi penguatan dan motivasi	5. Menit

Pertemuan ke 6

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite

difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

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

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	7. Peserta didik merespon salam 8. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 9. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	6. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 7. Guru menjelaskan pengertian tentang descriptive teks. 8. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 9. Guru memberikan penjelasan language features dari descriptive teks. 10. Guru memberikan game Matching kepada siswa tentang descriptive text. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.	70 Menit
Penutup	7. Peserta didik menyimpulkan materi yang telah dipelajari 8. Peserta didik merefleksikan pelajaran yang telah diterima 9. Guru memberi penguatan dan motivasi	5. Menit

Student's Pretest Score of Experiment Class

NO	STUDENTS	SCORE	CLASSIFICATION
1	A. M Raihan As'ad	73.3	Good
2	A. Muh Alif Dzuhri Akbar	53.3	Poor
3	Adam Farid	46.6	Poor
4	Alwan Maulana	60	Fair
5	Amirullah Fauzy Putra	60	Fair
6	Angara Praditya	60	Fair
7	Anugrah Ananda Rahim	73.3	Good
8	Asyhari Restu Maulana Sumardi	66.6	Good
9	Catur Hidayat	53.3	Poor
10	Erlang	73.3	Good
11	Fauzi Ilham Hakim	60	Poor
12	Feri Hardiansyah	60	Fair
13	Khaerul Shaleh	73.3	Good
14	M. Dinul Ramadhana	53.3	Poor
15	Muh Rangga Saputra	60	Fair
16	Muh Nursyam	46.6	Poor
17	Muhammad Ilham Ismail	53.3	Good
18	Muhammad Ashar Aldika Putra	60	Fair
19	Muhammad Askar tamrin	53.3	Poor
20	Muhammad Yusuf Effendy	60	Fair
21	Zulikram	60	Fair
22	Zulkifli Zahri	46.6	Poor
23	Muh Arilyanto	53.3	Poor
	$\Sigma = 23$	1359.4	
	Average	59.10	

Student's Posttest Score based on Reading Comprehension

NO	STUDENTS	SCORE	CLASSIFICATION
1	A. M Raihan As'ad	93.3	Very Good
2	A. Muh Alif Dzuhri Akbar	86.6	Very good
3	Adam Farid	60	Fair
4	Alwan Maulana	73.3	Good
5	Amirullah Fauzy Putra	66.6	Good
6	Angara Praditya	73.3	Good
7	Anugrah Ananda Rahim	80	Very good
8	Asyhari Restu Maulana Sumardi	86.6	Very good
9	Catur Hidayat	80	Very Good
10	Erlang	93.3	Very good
11	Fauzi Ilham Hakim	86.6	Very Good
12	Feri Hardiansyah	73.3	Good
13	Khaerul Shaleh	93.3	Very good
14	M. Dinul Ramadhana	60	Poor
15	Muh Rangga Saputra	73.3	Good
16	Muh Nursyam	60	Fair
17	Muhammad Ilham Ismail	80	Very good
18	Muhammad Ashar Aldika Putra	86.6	Very Good
19	Muhammad Askar tamrin	73.3	Good
20	Muhammad Yusuf Effendy	86.6	Very good
21	Zulikram	80	Very Good
22	Zulkifli Zahri	73.3	Good
23	Muh Arilyanto	60	Poor
$\Sigma = 23$		1779.3	
Average		77.36	

Students' Pretest Score of Control Class

NO	STUDENTS	SCORE	CLASSIFICATION
1	Abdul Rizal	60	Fair
2	Ainun Rizqi	60	Fair
3	Anugrah anwar	40	Fair
4	Fadil Raihan	60	Fair
5	Bella Safitri	53.3	Poor
6	Fani	40	Fair
7	Evei	53.3	Poor
8	A. Muh. Habibi M	66.6	Good
9	Fitriani	60	Fair
10	Kurnia	60	Fair
11	Muh Fajar	60	Fair
12	Muh Idrus	66.6	Good
13	Muhammad Yusuf	60	Fair
14	Karman	66.6	Good
15	Muh Ali Y.	46.6	Poor
16	Muh Firdaus	46.6	Poor
17	Muh Iksan	66.6	Good
18	Muh Maarif	66.6	Good
19	M. Isya Y. S	40	Poor
20	Taufiqurrahman Muhammad	73.3	Good
21	Reno Rusi	46.6	Poor
22	Indah sari	73.3	Good
23	Ahmad arsyad	40	Poor
$\Sigma = 23$		1306	
Average		56.78	

Students' Posttest Score of Control Class

NO	STUDENTS	SCORE	CLASSIFICATION
1	Abdul Rizal	73.3	Good
2	Ainun Rizqi	66.6	Good
3	Anugrah anwar	60	Fair
4	Fadil Raihan	80	Very Good
5	Bella Safitri	60	Fair
6	Fani	73.3	Good
7	Evei	66.6	Good
8	A. Muh. Habibi M	73.3	Good
9	Fitriani	66.6	Good
10	Kurnia	66.6	Good
11	Muh Fajar	66.6	Good
12	Muh Idrus	73.3	Good
13	Muhammad Yusuf	66.6	Good
14	Karman	73.3	Good
15	Muh Ali Y.	53.3	Poor
16	Muh Firdaus	60	Fair
17	Muh Iksan	73.3	Good
18	Muh Maarif	66.6	Good
19	M. Isya Y. S	53.3	Poor
20	Taufiqurrahman Muhammad	80	Very good
21	Reno Rusi	53.3	Poor
22	Indah sari	80	Very good
23	Ahmad arsyad	66.6	Good
$\Sigma = 23$		1552.5	
Average		67.5	

The Comparison Score between Students in Experimental Class (X) and Control Class (Y)

No	X	Y	$X = x - Mx$	$Y = Y - My$	X^2	Y^2
1	20	13.3	1.74	2.58	3.0276	6.6564
2	33.3	6.6	15.04	-4.11	226.2016	16.8921
3	13.4	20	-4.85	9.28	23.5225	86.1184
4	13.3	20	-4.95	9.28	24.5025	86.1184
5	6.6	6.7	-11.65	-4.01	135.7225	16.0801
6	13.3	33.3	-4.95	22.58	24.5025	509.8564
7	6.7	13.3	-11.55	2.58	133.4025	6.6564
8	20	6.7	1.74	-4.01	3.0276	16.0801
9	26.7	6.6	8.44	-4.11	71.2336	16.8921
10	20	6.6	1.74	-4.11	3.0276	16.8921
11	26.6	6.6	8.34	-4.11	69.5556	16.8921
12	13.3	6.7	-4.95	-4.01	24.5025	16.0801
13	20	6.6	1.74	-4.11	3.0276	16.8921
14	6.7	6.7	-11.55	-4.01	133.4025	16.0801
15	13.3	6.7	-4.95	-4.01	24.5025	16.0801
16	13.4	13.4	-4.85	2.68	23.5225	7.1824
17	26.7	6.7	8.44	-4.01	71.2336	16.0801
18	26.6	0	8.34	-10.71	69.5556	114.7041
19	20	13.3	1.74	2.58	3.0276	6.6564
20	26.6	6.7	8.34	-4.01	69.5556	16.0801
21	20	6.7	1.74	-4.01	3.0276	16.0801
22	26.7	6.7	8.44	-4.01	71.2336	16.0801
23	6.7	26.6	-11.55	15.8	133.4025	249.64
$\Sigma = 23$	419.9	246.5			1347.72	1302.77
Mean Score	18.26	10.72				

DOCUMENTATION





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax: (0421) 24404
 PO Box 920 Parepare 91100, website: www.iainparepare.ac.id, email: info@iainparepare.ac.id

Nomor : B.226 /In.39.5.1/PP.00.9/01/2020
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. WALIKOTA PAREPARE
 C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di,
 KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Fatnadin
 Tempat/Tgl. Lahir : Kandoka, 12 Juli 1994
 NIM : 15.1300.149
 Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
 Semester : IX (Sembilan)
 Alamat : Lombo, Desa Benteng Parembe Kec. Lembang Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam Rangka penyusunan skripsi yang berjudul :

"The Using Collaborative Strategic Reading To Improve The Students' Reading Comprehension Text At Eighth Grade Of MTs DDI Al-Badar"

Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Pebruari Tahun 2020.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 29 Januari 2020
 Wafiq Dikan I,

 Wakil Dekan I
 Fakultas Tarbiyah
 Institut Agama Islam Parepare

Tembusan :
 1. Rektor IAIN Parepare



SRN IP0000086

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 85/IP/DPM-PTSP/1/2020

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
NAMA
UNIVERSITAS/ LEMBAGA
Jurusan
ALAMAT
UNTUK

: **FATRIADIN**

: **INSTITUT AGAMA ISLAM NEGERI PAREPARE**

: **PENDIDIKAN BAHASA INGGRIS**

: **DUSUN LOMBO, KEC. LEMBANG, KAB. PINRANG**

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE USING COLLABORATIVE STRATEGIC READING TO IMPROVE THE STUDENTS' READING COMPREHENSION TEXT AT EIGHT GRADE OF MTs DDI AL-BADAR**

LOKASI PENELITIAN : **MTs DDI AL-BADAR KOTA PAREPARE**

LAMA PENELITIAN : **03 Februari 2020 s.d 03 Maret 2020**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**

Pada Tanggal : **04 Februari 2020**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ANDI RUSIA, SH.MH

Pangkat : **Pembina Utama Muda, (IV/c)**

NIP : **19620915 198101 2 001**

Biaya : Rp. 0.00



MADRASAH TSANAWIYAH (MTs) AL BADAR PAREPARE

Alamat : Jl. Penitren No. 10, Bilalang, Kel. Lemoe, Kec. Bantaki, Kode Pos 91125, Kota Parepare

SURAT KETERANGAN

Nomor : 24/A/MTs/Al Badar/II/2020

Yang bertanda tangan dibawah ini

Nama	Haeruddin, S.Pd.I, MA
NIP	19780102 200710 1 003
Jabatan	Kepala Madrasah Tsanawiyah (MTs)

Menerangkan dengan sesungguhnya bahwa

Nama	Fatriadin
NTM	15.1300.149
Asal Perg. Tinggi	IAIN PAREPARE
Fakultas	Tarbiyah
Program Studi	Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di Madrasah Tsanawiyah (MTs) Al Badar Bilalang Parepare pada tanggal 03 Februari s.d. 03 Maret 2020 untuk memperoleh data guna penyusunan Tugas akhir Skripsi dengan judul *"The Using Collaborative Strategic Reading To Improve The Student's Reading Comprehension Text At Eight Grade Of MTs Al Badar"*

Demikian, surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 03 Maret 2020

Kepala Madrasah Tsanawiyah (MTs)
Al Badar Parepare,


Haeruddin, S.Pd.I, MA
NIP. 19780102 200710 1 003

CURRICULUM VITAE



The writer Fatriadin was born on July 12th, 1994 at Lombo Desa Benteng Paremba Kecamatan Lembang Kabupaten Pinrang. He is the second child. He has 4 brother and one sister. His father name is Tarias and his mother is Suriana.

His education background, he began his study on 2000 at SDN 270 Kndoka and graduated on 2006, at the same year he registered in SMP Negeri 2 Lembang and graduated 2009. At the same years he registered in Ponpes DDI Kaballangan. And on 2015 he registered on State Islamic Institute of Parepare (IAIN) at English program and finished his study with the title of skripsi *“The Using Of Collaborative Strategic Reading To Improve The students Reading Comprehension At Eighth Grade of MTs DDI Al-Badar”*.