

SKRIPSI

**IMPROVING THE STUDENTS' READING COMPREHENSION
ON NARRATIVE TEXT AT THE EIGHT GRADE OF SMP
MUHAMMADIYAH BELAWA THROUGH COLLABORATIVE
STRATEGIC READING (CSR)**



By

RISMA

Reg. Num. 14.1300.019

**Submitted to the English Program of Tarbiyah Faculty of State
Islamic Institute of Parepare in Partial Fullfilment of the
Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)**

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

2019

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2019

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SKRIPSI

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Submitted by

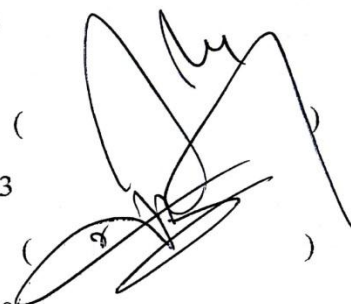
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ACKNOWLEDGEMENTS

الرَّحْمَنُ الرَّحِيمُ بِسْمِ اللَّهِ

Alhamdulillah Rabbil Alamin. There is no beautiful sentence to say except praying and thanks into our God Allah SWT, for His blessing, mercies, and enjoyment so that the writer could finish this skripsi completely. May shalawat and salam always be given to our Prophet Muhammad SAW as the big leader in this world, who has guided us from the stupidity to cleverness.

Many problems had been faced in manufacture this skripsi, and those problem would not have been solved without help, motivation, support, advice, even critics even people. It should be an honor to express the writer appreciation to all of them.

The writer would like to present acknowledgment of her deepest appreciation and admiration from her heartstrings specially to her beloved parents and siblings, who always give endless love, immense care, sacrifice, advice, financial support, and sincere prayers for her safety, healthy and successful all time.

Her deepest gratitude is due to the first consultant Drs. Ismail, MM. and the second consultant Mujahidah, M.Pd. who have patiently guided and given their constructive suggestion, useful correction, valuable guidance and overall support from the preliminary stage of manuscript up the completion of this skripsi.

The writer also would like to express her deepest and most thanks to:

1. Dr. Ahmad Sultra Rustam, M.Si. as the head of IAIN Parepare.
2. Dr. H. Saepudin, M.Pd. as the Dean of Tarbiyah Faculty and also Mujahidah, M.Pd. as the Chairman of English Program for their help and guided during the years writer's study .
3. Her greatest thanks to Drs. Amzah, M.Pd. as the writer's academic advisor.

4. The lecturers and the staffs of IAIN Parepare for their guidance during the years of her study.
5. Hersweetest appreciation goesto her close friends;Nurjannah, Kasmayanti, Rahmila, Risdha, and Ade Pratiwiwho have given their suggestion and correction for her in making this skripsi.The writer's friends in Posko KPMDesa Rante Mario Kecamatan Malua Kabupaten Enrekang; Hikmah, Mutmainnah, Arini,Munira, Husnia, Irsan andIdul. and some others who cannot be mentioned one by one, who has given motivation, spirit and advice.
6. The big family of English Department (2014), and all of members of Hiperमawa Koperti Kota Parepare. The writer Thanks to them because have become family for her. Place that used to sharing, playing, and learning by the writer.

Finally, the writer realized that this skripsi still has many weaknesses and far from perfection. Therefore, the writer would highly appreciate all constructive suggestions and criticisms.

May the Almighty Allah SWT. always bless us now and forever, Aamiin...

Parepare, December 1th 2018

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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On Narrative Text at the Eight Grade of SMP
Muhammadiyah Belawa Through Collaborative
Strategic Reading (CSR)

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

Parepare, December 1th 2018
The Researcher



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ABSTRACT

Risma. *Improving The Students' Reading Comprehension On Narrative Text at the Eight Grade of SMP Muhammadiyah Belawa Through Collaborative Strategic Reading (CSR)* (Supervised by Ismail Latif and Mujahidah)

The objective of the research is to know wheter or not, the use of Collaborative Strategic Reading (CSR) able to improve reading comprehension on narrative text at the eight grade of SMP Muhammadiyah Belawa and to know the students response toward Collaborative Strategic Reading (CSR) in reading comprehension on narrative text.

The research design in this research was pre-experimental method with one group pre-test and post-test. The instrument in this research was test to measure the students' reading comprehension on narrative text and questionnaire to measure the students' response in learning reading by using collaborative strategic reading. The population in this research was the eight grade of SMP Muhammadiyah Belawa consists of 63 students. The sample of this research was class VIII.1 consist of 21 students.

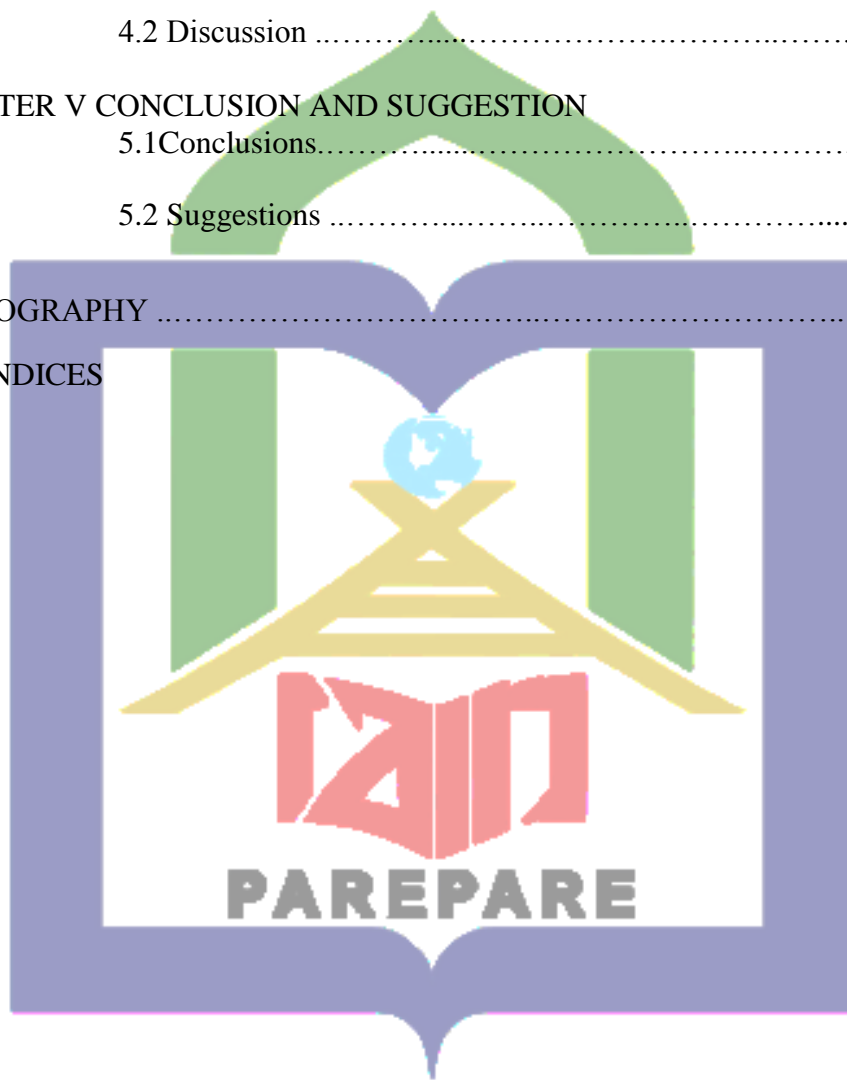
The result of this research was indicated that the students' mean score in pre-test is 44.095 and mean score in post-test is 81.542. It can be concluded that the rate percentage in post-test was higher than the rate percentage in pre-test in teaching reading. This showed that Collaborative Strategic Reading (CSR) can improve students' reading comprehension on narrative text. The students' response through the questionnaire also had calculated on the finding, the result showed all the students' answered possitive and most of them got 50%-74.99%. The main score of the students was 67.71 from 21 students which was categorized responsive.

Keywords : Reading Comprehension, Narrative Text and Collaborative Strategic Reading (CSR).

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CHAPTER I

INTRODUCTION

1.1 Background

English is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. But in this research, the researcher concerns with reading comprehension.

Reading is one of the most important language skills in addition to three other language skills. Reading is a good way to develop and understand English. The acquisition of the reading skills in the foreign language learning is considered as a priority. This idea is supported by the fact that reading has become a part of our daily activities, we read many text, ranging from holiday brochures to academic books.

In mastering reading skills student must understand some kinds of reading texts; narrative, procedure, recount, expository, descriptive, and etc, it can be concluded that there are four skills that should be mastered by the students in learning English (listening, speaking, reading and writing). It is clear that reading is one of the most important skills. In this study, the researcher focus on did research of reading narrative text.

Nowdays, many teaching methods and techniques are offered to facilitate teachers in developing their students' ability in reading. One of those techniques which are known to improve students' reading ability is Collaborative Strategic Reading (CSR). According to Klinger and Vaughn, CSR is a collaborative technique that teaches students to use comprehension strategies while working cooperatively.¹ Student strategies include previewing the text; giving on going feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas.² In other words, students are given the opportunity to contribute their group by working together.

The fact in SMP Muhammadiyah Belawa, there are many students have low ability in reading. There are some difficulties faced by the students in learning reading, especially in reading narrative text. Reading narrative text is considered as a boring activity for the students because they feel difficult to comprehend the text and to conclude the idea of the text by themselves. The students also faced many unfamiliar words in the reading text because they do not have good background knowledge about the text given by the teacher. As the result, students lost their pleasure in reading and got low score in reading. In this case, the role of the teacher is very important to develop students' reading comprehension. As the students' facilitators, teachers need to select and to prepare good teaching materials to help the

¹J K. Klinger and S. Vaughn, *Using Collaborative Strategic Reading*, (The council for Exeptional Children, 1998), p. 32.

²*Ibid.*

students gain maximum result of their reading class. Teachers might also try to find some kinds of methods that could help the students to get their pleasure in reading and to develop their reading comprehension.

Regarding the explanation above, the researcher interested in conducting research with the title “Improving The Students’ Reading Comprehension on Narrative Text at The Eight Grade of SMP Muhammadiyah Belawa Through Collaborative Strategic Reading (CSR)”

1.2 Problem Statement

Based on the background stated previously, the researcher formulates the problem as follows:

- 1.2.1 Is the Colaborative Strategic Reading (CSR) able to improve reading comprehension on narrative text at the eight grade of SMP Muhammadiyah Belawa?
- 1.2.2 How is the students’ response toward the collaborative strategic reading at the eight grade of SMP Muhammadiyah Belawa?

1.3 Objective of the Research

This research is aims to improve students reading comprehension. In details, this objectives of research as follows:

- 1.3.1 To know whether or not the Colaborative Strategic Reading (CSR) able to improve reading comprehension on narrative text at the eight grade of SMP Muhammadiyah Belawa.

- 1.3.2 To know the students response toward collaborative strategic reading in improving reading comprehension on narrative text.

1.4 Significance of the Research

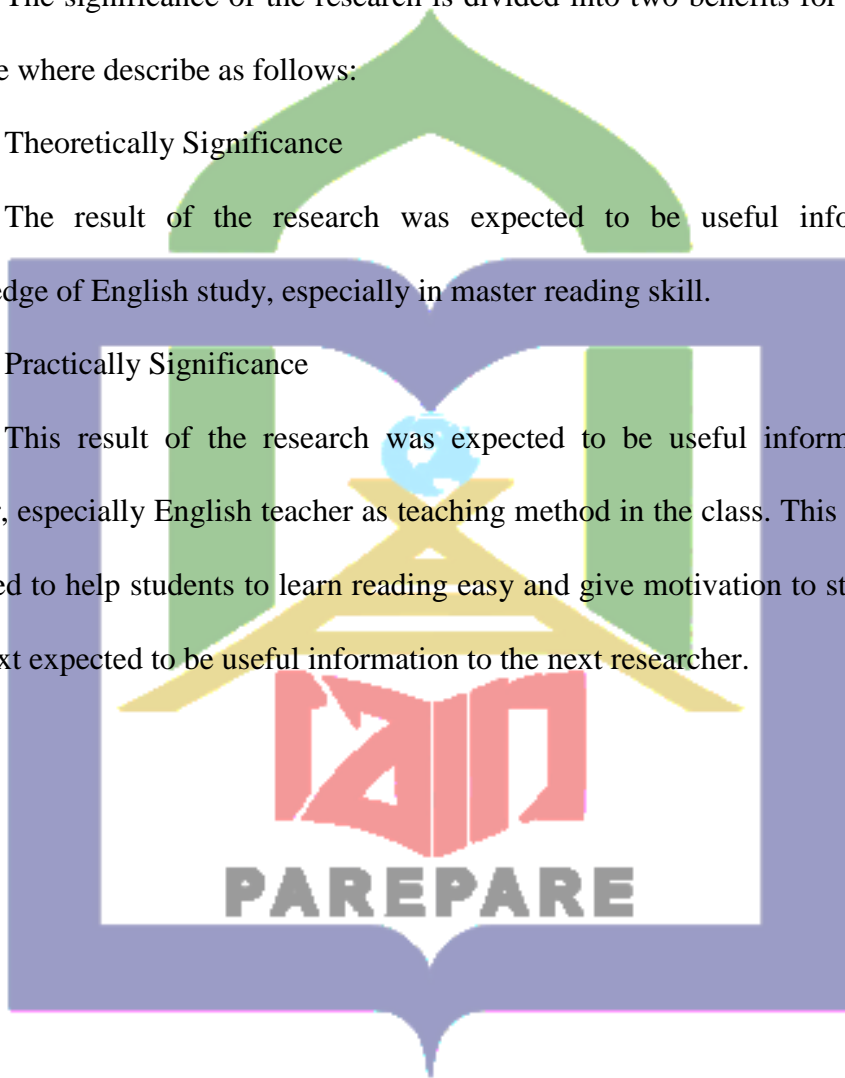
The significance of the research is divided into two benefits for a theory and practice where describe as follows:

1.4.1 Theoretically Significance

The result of the research was expected to be useful information the knowledge of English study, especially in master reading skill.

1.4.2 Practically Significance

This result of the research was expected to be useful information to the teacher, especially English teacher as teaching method in the class. This research was expected to help students to learn reading easy and give motivation to study English. The next expected to be useful information to the next researcher.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Previous Related Finding

Previous related finding is used to support argument in this research. Besides, it is also used as reference and comparison the research with the other research. There have been some finding related to this study. Some of them are:

Nur Ambarwati in her research *“Improving Students’ Reading Comprehension Through Collaborative Strategic Reading (CSR) at The Eight Grade Students of SMPN 1 Sedayu”*, said that the use of Collaborative Strategic Reading (CSR) could improve students’ reading comprehension. The improvement of students’ reading comprehension could be seen from the improvement of the mean score of pre test, that was 50, post test first cycle which was 67, and post test second cycle was 81. Thus, the researcher suggested that CSR could be used as a technique to help students in learning especially in getting their reading comprehension.³

Anike Rosalina in her research *“The Influence of Collaborative Strategic Reading (CSR) Technique on Students’ Achievement in Reading Comprehension of Narrative Text”*, said that there was a significant increase of students’ reading comprehension achievement after being taught through Collaborative Strategic Reading (CSR) technique. This could be seen from T-test result which showed that the students mean score of post-test in experimental class (82.20) was higher than

³NurAmbarwati, “Improving Students’ Reading Comprehension Through Collaborative Strategic Reading (CSR) at The Eight Grade Students of SMPN 1 Sedayu”(Unpublished Skripsi Universitas MercuBuana Yogyakarta, 2017).

pre-test (59.28) with gained score was 22.92. Thus, it can be concluded that Collaborative Strategic Reading (CSR) technique can affect students' reading comprehension and working together cooperatively.⁴

Dede Nurhayati in her research "*The Effectiveness of Using Collaborative Strategic Reading (CSR) on Students' Reading Comprehension of Narrative Text*", said that Collaborative Strategic Reading (CSR) is effective to use in teaching reading comprehension of narrative text. Gained score of the experimental class (25.50) is higher than controlled class (14.50). From the result of statistic calculation it is obtained that the value of t-observation (t_o) is 3.03 and degree of freedom (df) is 58. In the table of significance 5% the value of degree of significance is 2.002. Comparing those values, the result is $3.03 > 2.002$ which mean t-observation (t_o) score is higher than t-table (t_t), it means that the using of Collaborative Strategic Reading (CSR) technique in learning narrative text at first grade of SMA Mathla'ul Huda ParungPanjag Bogor is effective.⁵

Based on some of previous research findings, it can be found that Collaborative Strategic Reading (CSR) has a positive role in teaching reading in their researches. In this research, the researcher has chosen Collaborative Strategic Reading (CSR) as a strategy in teaching reading and will be apply in different object

⁴Anike Rosalina "The Influence of Collaborative Strategic Reading (CSR) Technique on Students' Achievement in Reading Comprehension of Narrative Text"(Unpublished Skripsi UIN SyarifHidayatulla Jakarta, 2014).

⁵DedeNurhayati "The Effectiveness of Using Collaborative Strategic Reading (CSR) on Students' Reading Comprehension of Narrative Text"(Unpublished Skripsi UIN SyarifHidayatullah Jakarta, 2015).

with researches before. The researcher hopes Collaborative Strategic Reading (CSR) will be effective strategy and able to improve students' reading comprehension on narrative text at the eight grade students at SMP Muhammadiyah Belawa.

2.2 Some Pertinent Idea

2.2.1 The Concepts of Reading

2.2.1.1 Definition of Reading

Reading is a complex cognitive process of decoding symbols in order to construct or drive meaning (reading comprehension). Reading is a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation.⁶

⁶De Certeau, Michel. Reading as Poaching". *The Practice of Everyday Life*. Trans. Steven F. Rendall. Berkeley: University of California Press, 1984. p. 165-176.

Reading is a way to get information from something that was written. Reading involves the introduction of symbols that make up language. Reading and hearing are the second most common way to get information.⁷

Reading is an active process of word identification involving the writer and the reader. Christine in Simanjuntak defined reading as the meaningful interpretation of interaction between the reader and the author. Reading comprehension is such a kind of dialogue between author and a reader in which the written language becomes the medium that cause the dialogue happen when the two person communicate through the medium of print.⁸

Reading comprehension mean the understanding a text that is read, or the process of constructing meaning from a text.⁹ Some teacher states that reading comprehension is techniques for improving students' succes in extracted useful knowledge from text.

Meanwhile Elisabeth S. Pang in their blog states that reading comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thingking and reasoning.¹⁰

Based on some definitions above, the researcher concludes that reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be

⁷Blogspot.com, *Reading Definition*, Upload on August 2010, <http://definisi-pengertian.blogspot.com/2010/08/reading-definition.html>, download on 27 Desember 2013.

⁸Nila Smith B. and Alah H. Robinson, *Reading Instruction for Today's Children*, p. 205.

⁹"Reading Comprehension," <http://wik.ed.uiuc.edu/index.php/Reading> comprehension (Retrieved on 2nd JANUARY 2014).

¹⁰Elisabeth S. Pang, *Teaching Reading*, <http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/prac12e.pdf> (Retrievedon 5th January 2014).

conveyed by the author in the media writing. Reading is not only looking at word in the text or writing but also getting meaning from word to word or to understand what we read.

2.2.1.2 Kinds of Reading

According to Doulags Brown that in teaching reading there are three kinds of reading that can improve skills of reader, they are reading aloud, silent reading and speed reading.¹¹

2.2.1.2.1 Reading Aloud

Reading aloud is an important thing to do in reading where the students who are known as reader are required to read aloud to practice their tongue about having to pronounce every word found in the reading text. The main point of focus in reading aloud is not catching their ideas every word in a sentence.

2.2.1.2.2 Silent Reading

Silent reading is frequently practiced by a reader who wants to comprehend text in reading process. Silent reading means reading by gears, where no voice is expressed. This type of reading aims to find out the word and how to express the word as in reading aloud. Reading silent needs a reader should have a full concentration.

2.2.1.2.3 Speed Reading

Speed reading is used to improve speed comprehension in reading. This must run side by side with the main purpose of reading that is comprehension; it depends on

¹¹H. Douglas Brown, “*Principles of Language Learning and Teaching*”, (San Francisco: San Francisco State University, 1993), p.283.

the kinds of material of reading. The rate of speed of reading a story or newspaper or narrative will be different from the reading of scientific material.

2.2.1.3 Types of Reading

According to Douglas Brown there are some types of reading:¹²

2.2.1.3.1 Perspective

Perspective reading task involve attending to the components of larger stretch of discourse: letter, words, punctuation, and other graphemic symbols.

2.2.1.3.2 Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical tasks are used picture-cued tasks, matching, true/false, multiple choice, etc.

2.2.1.3.3 Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in turn is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, announcements, directions, recipes, and the like.

¹² Brown, H, Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Addison Wesley Longman, Inc. 2001.p. 109.

2.2.1.3.4 Extensive

Applies to the text of more than a page, up to and included professional articles, essay, technical reports, short stories, books.

2.2.1.4 Technique in Teaching Reading

In English Language, there are kind of reading technique, (Smith and Jonhson they are:¹³

2.2.1.4.1 Survey Reading

In survey reading, a reader surveys some information that they want to get. Thus, before reading process, a reader must set what kind of information the reader needs.

2.2.1.4.2 Skimming

Skimming is technique used to need for the gist of what the author is saying without a lot of detail. This is used if the reader only wants a preview or an overview of the material. According to Smith and Johnson, skimming is reading technique for got information to satisfy certain reading purpose rapidly.

2.2.1.4.3 Scanning

Scanning also technique to finding also information without reading the entire selection, Smith Johnson, 1980: 402. When a reading need a locate a spesific information, he might read carefully to find information that they read.

2.2.1.5 Purpose of Reading

¹³Smith, J, Richard & Johnson, D, Dale, *Reading Instruction for Today's Children, United States of America: Printice Hall, Inc. 1980. P.402.*

As stated by Aeberson, people read because they have a purpose.¹⁴ Some people read the text because their purposes want to find the information of the text. Some linguists have explanation about the purpose of reading. According to Nuttal, the main purpose of reading is to get the meaning or the message from a text.¹⁵

In reading activity the readers have a major purpose to get the information of the text. Another idea stated that, generally the mainly purpose of reading is to get new information and pleasure.¹⁶ Based on McDonough & Shaw at the previous, reading activities is not merely get the point of the text but also provide fun. The readers' purpose may want to gain meaning and pleasure.

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

- a. Getting general information from the text.
- b. Getting spesific information from a text.
- c. For pleasure or for interest.¹⁷

Based on that, reading has two main purpose. Those are reading for getting information and for pleasure.

2.2.1.6 Reading Comprehension

Reading cannot be separated from comprehension. Comprehension skills are the capability to use context and prior knowledge to aid reading and to make sense

¹⁴Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher: Issues and Strategies for Second Language Classroom*, (New York: Cambridge University Press, 1997), p. 15.

¹⁵Christine Nuttal, *Teaching Reading Skills in a Foreign Language*, (London: Macmillan, 2005), p. 4.

¹⁶Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: Second Edition A Teacher's Guide*, (Malden: Blackwell Publishing, 2003), p. 91-92.

¹⁷*Ibid.*, p. 90.

what one reads and hears.¹⁸ To comprehend a text, the readers have to repeat continually and connect each word, sentence, or page of what they have read before.¹⁹

According to Schmidt the understanding the results is called reading comprehension. Reading is the process of receiving and interpreting information encoded in language form via the medium of print or comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known.²⁰

In reading activity, sometimes the reader finds the difficulty in understanding same meaning on the write's mind because reading is a complex process. According to Aebersold and Field, the meaning the reader gets from the text may not be exactly the same as the meaning the writer of the text wished to convey.²¹ Thus, they have to think when they are reading by integrating comprehensively.

Lems et al. state that “reading comprehension is not a static competency; it varies based on the purposes for reading and the text that is involved”.²² It is in line with Gillet et al., who state that reading is an active process of making meaning.

¹⁸Susan Israel & Gerald G. Duffy, *Handbook of Research on Reading Comprehension*, (New York:Routledge, 2009), p.32.

¹⁹Judy Willis, M. D, *Teaching the Brain to Read*, (Alexandria: ASCD, 2008), pp. 126-127.

²⁰WillianGrabe, *Reading in a Second Language: Moving from Theory to Practice* (USA: CambridgeUniversity Press, 2009), p. 14.

²¹Jo AnnAebersold and Field, Mary Lee, *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms*, (New York: Cambridge University Press, 1997), p.5.

²²Kristin Lems, et al., *Teaching reading to the English Language Learners*, (New York; The Guilford Press, 2010), p. 170.

Good readers can find the main ideas, summarize, and draw a conclusion from the text.²³

Comprehension is evident when readers can:

- a. Interpret and evaluate events, dialogue, ideas, and information.
- b. Connect information to what they already know.
- c. Adjust current knowledge to include new ideas or look at those ideas in a different way.
- d. Determine and remember the most important points in the reading.²⁴

To comprehend reading materials successfully, fluent readers need some strategies to help them. Gebhard describes what they have to do in comprehending reading text:

- a. Skip the unknown words.
- b. Predict meaning by relating the context of the text.
- c. Do not translate each word.
- d. Have a schemata about the text.
- e. Draw a conclusion by using pictures or illustration.
- f. Read things of interest.
- g. Repeating reading activity to check comprehension.²⁵

²³Jean Wallace Gillet, et al., *Understanding Reading Problems*, (Boston: Pearson Education, 2012), p.166.

²⁴Kristin Lems, *op. cit.*, p.170.

²⁵Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, (USA: The University of Michigan Press, 1999), p. 199.

In sum up, from the explanations were given by linguists above related for understanding of reading, reading comprehension is an important skill that includes specific skills like comprehending, interpreting, organizing idea, recalling the experience and getting the meaning from the text. Thus, the readers need to maximize their eyes and brain to grasp the author's message while they are reading. Again, they have the schemata to get easily in comprehending the text.

2.2.2 The Concept of Collaborative Strategic Reading (CSR)

2.2.2.1 Definition of Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) was found and developed by Klingner & Vaughn in 1998. They state that “Collaborative Strategic Reading (CSR) is an excellent teaching technique for teaching students’ reading comprehension and building vocabulary and also working together cooperatively”.²⁶ It means that Collaborative Strategic Reading (CSR) is a strategy that can improve students reading comprehension, increase their vocabulary, and also enhanced cooperative skills during reading activity.

Meanwhile, Bremer et al. state that “Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching, and cooperative learning or student pairing.”²⁷ In tis

²⁶J K. Klingner and S. Vaughn, *Using Collaborative Strategic Reading*, (The Council for Exeptional Children, 1998), p. 32.

²⁷Christine D. Bremer, et al., *Collaborative Strategic Reading (CSR: Improving Secondary Students’ Reading Comprehension Skills*, (Research to Practice Brief, volume 1, 2002), p. 1.

statement, reciprocal teaching means teacher and students are working together in summarizing, questioning, clarifying, and predicting the reading materials.²⁸

The concept of this strategy is engaging students to work in small cooperative groups and applying four reading strategies: *Preview*, *Click & Clunk* (fix-it strategies), *Get the Gist* (main idea), and *Wrap Up* (summarizing and questioning strategies).²⁹

Klinger and Vaughn describe the four strategies as follows:

- a. *Preview*: Prior to reading, students recall what they already know about the topic and to predict what the passage might be about.
- b. *Click and Clunk*: During reading, students monitor comprehension by identifying *clunks*, or difficult words and concepts in the passage, and using fix-up strategies when the text does not make sense.
- c. *Get the Gist*: During reading, students restate the most important idea in a paragraph or section.
- d. *Wrap-up*: After reading, students summarize what has been learned and generate questions that a teacher might ask on a test.³⁰

During Collaborative Strategic Reading (CSR), students are divided into small groups. Each group consists of 4-6 students, and each student performs a different role. In this technique, role is an important aspect of Collaborative Strategic Reading (CSR)

²⁸ *Ibid.*

²⁹ Dian Novita, *The Effectiveness of Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension at Muhammadiyah University of Sidoarjo*, p. 4 Retrieved on January 2012.

³⁰ J. K. Klingner and S. Vaughn, *The Helping Behaviors of Fifth Graders While Using Collaborative Strategic Reading During ESL Content Classes*, (TESOL Quarterly, volume 34. No. 1, 2000), p.73.

because cooperative learning seems to work best when all group members have been assigned in a meaningful task. Thus students are assigned roles in Collaborative Strategic Reading (CSR) lessons that they must fulfill together.

In Collaborative Strategic Reading (CSR), all students are actively involved, and everyone has the opportunity to contribute as group members understand the text with CSR. Meanwhile, the role of the teacher in CSR is connecting each group, clarifying the clunks, and providing assistance.³¹

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

1. *Reading materials.* When selecting reading materials for CSR, the following factors are recommended for consideration:
 - a) Providing clues that help students predict what they will be learning.
 - b) Having one main idea in a paragraph
 - c) Providing context that helps students connect information.
2. *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 looks 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.
 - d) Break the word apart and look for smaller words that you know.

³¹Christine D. Bremer, *op. cit.*, p. 6.

3. *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.
4. *Learning log*. CSR learning logs serve two roles: (a) written documentation of learning, assuring the individual accountability that facilitates cooperative learning, and (b) study guides for students.
5. *Timer (optional)*. Timers that students set by themselves can help groups to remain on task.
6. *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.³²

2.2.2.2 Purpose of Collaborative Strategic Reading (CSR)

There are some purposes of Collaborative Strategic Reading (CSR). According to Abidin, “The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students’ involvement.”³³ It means that Collaborative Strategic Reading (CSR) is designed to maximize students’ engagement and help all students to be successful in improving their reading comprehension. It is line with Klingner et al. who state that “Collaborative Strategic

³²Christine D. Bremer, *op. cit.*, p. 4.

³³M. J. Z. Abidin, *Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategies Perspectives*, European Journal of Bussines and Management, vol. 4. No. 1, 2012, p. 62.

Reading (CSR) was designed to facilitate reading comprehension for students with reading, learning and behavior problems included in general education classroom.”³⁴

In addition, Klingner et al. also state that:

“Collaborative Strategic Reading (CSR) helps students learn specific (*preview*), monitoring understanding (*click and clunk*), finding the main idea *get the gist*), and generating question and reviewing key ideas (*wrap up*). Collaborative Strategic Reading (CSR) also provides student plays a critical role associated with the effective functioning of the group and the implementation of strategies (e.g., *leader, clunk expert, gist pro*).”

M. J. Z. Abidin describes the benefits of Collaborative Strategic Reading (CSR) as follows:

- a. Promoting student and academic achievement.
- b. Increasing students retention.
- c. Enhancing student satisfaction with their learning experience.
- d. Helping students develop skills in oral communication.
- e. Developing students’ social skills.
- f. Promoting students self-esteem.
- g. Helping to promote positive race relation.³⁵

³⁴J. K. Klingner et al., *Collaborative Strategic Reading: Real-World Lessons from Classroom Teachers*, Remedial and Special Education, vol. 25, no. 5, 2004, p. 292.

³⁵M. J. Z. Abidin, *op cit.*, p. 65.

In sum up, the purpose of Collaborative Strategic Reading (CSR) is to facilitate the students to improve their reading comprehension by working in groups and to better understand the material in their reading assignments.

2.2.2.3 Procedure of Collaborative Strategic Reading (CSR)

CSR can be implemented in two phase: (a) teaching the strategies, and (b) cooperative learning group activity or student pairing.³⁶

2.2.2.3.1 Phase 1. Teaching the Strategies

In this phase, students learn four strategies: *preview*, *click and clunk*, *get the gist*, and *wrap up*. *Preview* is used only before reading the entire text for the lesson. Meanwhile, *wrap-up* is used only after reading the entire the text for the lesson. The other two strategies, *click and clunk* and *get the gist*, are used many times while reading the text, after each paragraph or two.³⁷

Here the CSR's Plan for Strategic Reading according to Klingner and Vaughn:

Before Reading

2.2.2.3.1.1 Preview

- a. Brainstorm: What do we already know about the topic?
- b. Predict: What do we think we will learn about the topic when we read the passage?

R E A D (the first passage or section)

³⁶ Christine D. Bremer, *op. cit.*, p.2.

³⁷ *Ibid.*

During Reading

2.2.2.3.1.2 Click and Clunk

- a. Were there any parts that were hard to understand (clunks)?
- b. How can we fix the clunks? Use fix-up strategies:
 - 1) Reread the sentence and look for key ideas to help you understand the word.
 - 2) Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
 - 3) Look for a prefix or suffix in the word.
 - 4) Break the word apart and look for smaller words.

2.2.2.3.1.3 Get the Gist

- a. What is the most important person, place or thing?
- b. What is the most important idea about the person, place, or thing?

R E A D (Do steps 2 and 3 again, with all the paragraphs or sections in the passage)

After Reading

2.2.2.3.1.4 Wrap Up

- a. Ask questions: What questions would show we understand the most important information? What are the answers to those questions?³⁸

2.2.2.3.2 Phase 2. Cooperative Learning Group Roles

³⁸J. K. Klingner and S. Vaughn, *op cit.*, p. 33.

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.³⁹ Moreover, during Collaborative Strategic Reading (CSR) process, students are divided into small group that consist of 4-6 students each group, and perform a different role.⁴⁰ In this technique, the role is an important aspect of Collaborative Strategic Reading (CSR) because cooperative learning seems to work best when all group members have been assigned in a meaningful task. Thus, students are assigned role in Collaborative Strategic Reading (CSR) lessons that they must fulfill together.

Possible role include following:

- a. *Leader*: Tells the group what to read next and what strategy to use next.
- b. *Clunk Expert*: Uses clunk cards to remind the group of the steps to follow when trying to figure out the meaning out of their clunk(s).
- c. *Gist Expert*: Guides the group toward getting the gist and determines that the gist contains the most important ideas but no unnecessary details.
- d. *Announcer*: Calls on group members to read a passage or share an ideas.
- e. *Encourager*: Give feedback and encourages all group members to participate and assist one another.
- f. *Timekeeper*: Sets the time for each portion of CSR.⁴¹

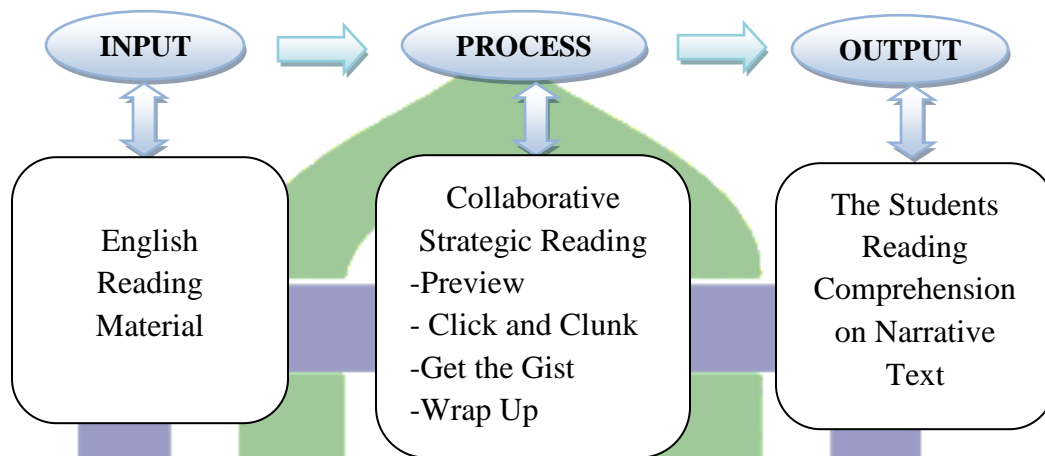
³⁹Dian Novita, *op. cit.*, p.4.

⁴⁰J. K. Klingner and S. Vaughn, *op cit.*, p. 73.

⁴¹J. K. Klingner and S. Vaughn, *op. cit.*, p. 73-74.

2.3 Conceptual Framework

The conceptual framework underlying this research given in the following diagram:



In the diagram above, there are three elements as follows:

1. Input refers to the material that is applied.
2. Process refers to the teaching and learning of reading material by using collaborative strategic reading.
3. Output refers to the students' responsive in learning reading comprehension on narrative text.

2.4 Hypothesis

The researcher formulated the hypothesis as follows:

- 2.4.1 H_0 (Null hypothesis): The use of Collaborative Strategic Reading (CSR) not able to improve reading comprehension on narrative text.
- 2.4.2 H_1 (Alternative hypothesis): The use of Collaborative Strategic Reading (CSR) is able to improve reading comprehension on narrative text.

2.5 Operational Devinition of Variable

2.5.1 Variable of Research

There are two variable involved in this research namely dependent variable and independent variable.

2.5.1.1 The dependent variable is reading comprehension on narrative text.

2.5.1.2 The independent variable is the collaborative strategic reading.



CHAPTER III

RESEARCH METHOD

This chapter describes about the description of the research design, location of the reaserch, population, sampel, instrument of the reaserch, and procedure of collecting data.

3.1 Research Design

In this research will use pre-experimental design with pre-test and post-test design. It aims to find out the effect of using Collaborative Strategic Reading(CSR) to improve reading comprehension on narrative text at the eight grade of SMP Muhammadiyah Belawa. The design of this study can be illustrated as follow:

$$E = O1 \text{ X } O2$$

Where:

E : Experimental Group

O1: Pre-test

X : Treatment

O2: Post-test⁴²

3.2 Location and Duration

The location of this research will be conducted at the eight grade students' at SMP Muhammadiyah Belawa. The duration of the research is 1 month.

3.3 Population and Sample

3.3.1 Population

⁴²Sugiyono, *Metode Penelitian Pendidikan*(Bandung: Alfabeta, 2015), p.111.

The population of the research is the eight grade students' of SMP Muhammadiyah Belawa in academic year 2017/2018. VIII 1, VIII 2, and VIII 3. The total of population are 63 students.

Table 3.1 The total students of SMP Muhammadiyah Belawa

No.	Class	Sex		Total
		Male	Female	
1.	VIII. 1	9	12	21
2.	VIII. 2	11	10	21
3.	VIII. 3	10	11	21
Total				63 students

(source:Administration of SMP Muhammadiyah Belawa)

3.3.2 Sample

The technique of sampling in this research is purposive sampling. Only one class which chose as the sample namely the eight class one and total number of the sample are 21 students. The researcher chose the eight class one as the sample because in this class the student had the big motivation for studying English.

3.4 Instrument of the Research

The instrument of this research is reading test and questionnaire. In this research, the students tested before giving treatment that is called pre-test, while the post-test intend to know the students' reading comprehension on narrative text after giving the treatment. After post-test the researcher given questionnaire to know the students responses toward Collaborative Strategic Reading (CSR).

3.5 Procedure of Collecting Data

The procedure of collecting data as follows:

3.5.1 Pretest

Before giving the treatment, at the first meeting the researcher gives pretest to the students. The researcher ask the students to answer the question text on the reading test.

3.5.2 Posttest

After giving the treatment, the researcher gives the students post-test to find out the result of the treatment to measure students' reading comprehension on narrative text through collaborative strategic reading. The researcher gives the same test in pretest and posttest.

3.5.3 Questionnaire

The researcher gives the questionnaire to find out the students' response in learning reading by using collaborative strategic reading. This questionnaire gives to the students in during the process of collecting data and they will choose the answer based on their own decision.

3.6 Treatment

The treatment conducted after pretest, which spend 80 minutes for each meeting. The researcher gives the treatment four times with different topics in each meeting. In every meeting, the researcher apply the procedure as follows:

3.6.1 Phase 1. Teaching the Strategies

In this phase, students learn four strategies: *preview*, *click and clunk*, *get the gist*, and *wrap up*. *Preview* is used only before reading the entire text for the lesson. Meanwhile, *wrap-up* is used only after reading the entire the text for the lesson. The other two strategies, *click and clunk* and *get the gist*, are used many times while reading the text, after each paragraph or two.

Before Reading

3.6.1.1 Preview

- a. Brainstorm: What do we already know about the topic?
- b. Predict: What do we think we will learn about the topic when we read the passage?

R E A D (the first passage or section)

During Reading

3.6.1.2 Click and Clunk

- a. Were there are any parts that we hard to understand (clunks)?
- b. How can we fix the the clunks? Use fix-up strategies:
 - 1) Reread the sentence and look for key ideas to help you understand the word.
 - 2) Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
 - 3) Look for a prefix or suffix in the word.
 - 4) Break the word apart and look for smaller words.

3.6.1.3 Get the Gist

- a. What is the most important person, place or thing?
- b. What is the most important idea about the person, place, or thing?

R E A D (Do steps 2 and 3 again, with all the paragraphs or sections in the passage)

After Reading

3.6.1.4 Wrap Up

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

3.6.2 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 consist of 4-6 students each group, and perform a different role. In this technique, the role is an important aspect of Collaborative Strategic Reading (CSR) because cooperative learning seems to work best when all group members have been assigned in a meaningful task. Thus, students are assigned role in Collaborative Strategic Reading (CSR) lessons that they must fulfill together.

Possible role include following:

- a. *Leader*: Tells the group what to read next and what strategy to use next.
- b. *Clunk Expert*: Uses clunk cards to remind the group of the steps to follow when trying to figure out the meaning out of their clunk(s).

- c. *Gist Expert*: Guides the group toward getting the gist and determines that the gist contains the most important ideas but no unnecessary details.
- d. *Announcer*: Calls on group members to read a passage or share an ideas.
- e. *Encourager*: Give feedback and encourages all group members to participate and assist one another.
- f. *Timekeeper*: Sets the time for each portion of CSR.

3.7 Technique of Data Analysis

The data collected from pre-test and post-test. The researcher used the analysis scoring. In analyzing the data collected through the pre-test and post-test, the researcher used as follows:

3.7.1 Scoring the correct students' answer.

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

3.7.2 Classified the students' reading comprehension score.

Table 3.2 the students' score classification

No	Score	Classification
1	80 - 100	Very good
2	66 - 79	Good
3	56 - 65	Fair
4	40 - 55	Poor

5	≤ 39	Very poor ⁴³
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3.7.3 Calculated the rate percentage of the students' score by using the following formula:

$$p = \frac{FN}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Total number of sample

3.7.4 Find out the mean score by using the following formula:

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

Where:

X = Mean Score

$\sum x$ = Total Score

N = Number of Students⁴⁴

3.7.5 To know the standard deviation, the researcher applied the formula:

$$SD = \sqrt{\frac{SS}{n}} \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{n}$$

⁴³SuharsimiArikunto, *Dasar-dasarEvaluasiPendidikan*. (Jakarta: PT. BumiAksara. 2005. P.245.

⁴⁴Gay L.R, *Educational Research: Competencies for Analysis and Application* (1981) Columbus: charles E Merrill Publishing Company. p.298.

Where:

SD : Standard deviation

SS : The sum of square

N : The number of students

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

$(\sum X)^2$: The sum square of the sum of score⁴⁵

3.7.6 The test of significant

In order to know the different of the mean score between pretest and posttest the researcher will apply formula. The formula is as follow:

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

Where:

T : Test of significance

D : The mean score of difference

$\sum D$: The sum of total score difference

$\sum D^2$: The square of the sum score of difference

N : The total number of students⁴⁶

⁴⁵ *Ibid.*

⁴⁶ *Id.* at. 331.

3.7.7 The formula of questionnaire

3.7.7.1 To know the students responses, the researcher gave the questionnaire to the students.

The questionnaire of this research employs 20 questions which consist 10 positive and 10 negative statements. The statements about the using Collaborative Strategic Reading (CSR) English class to improve students' reading comprehension. The percentage of the students answer by using the formula of likert scale as followed:

Table 3.3 The percentage of the students' answer by using skala likert below :

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	Score
Strongly Agree(SA)	4	Strongly Agree(SA)	1
Agree (A)	3	Agree (A)	2
Disagree (D)	2	Disagree (D)	3
Strongly disagree(SD)	1	Strongly disagree(SD)	4 ⁴⁷

Therefore if a student answer the ten positive statements with strongly agree and with all ten negative ones with strongly disagree cam get 80 and if a student answer the ten positive statements with strongly disagree and ten negative statement with strongly agree, it is gotten twenty score. The questionnaire get four categories, the interval was used to determine category is $100:4= 25$.

3.7.7.2 The rating score of response category as followed:

⁴⁷ Gay. L. *Educational Research Competences for Analysis and Application*. Second Edition. (Columbus: Charles E. Merill Publishing Company, 1981), p.331

Table 3.4 The followed interpretation criteria for the score based on intervals:

No.	Category	Number
1	Very responsive (very positive)	75% -100 %
2	Responsive (positive)	50% -74.99 % ⁴⁸
3	Did not Responsive (negative)	25% - 49.99 %
4	Very not Responsive (very negative)	0% - 24.99 % ⁴⁸



⁴⁸ Riduan and Akdon, *Rumus dan data dalam analisis statistika*, p.18.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the research finding and discussion. The result of data analysis was presented in findings and further explanations were presented in discussion.

4.1 Findings

4.1.1 The result of pre-test and post-test

This part presents the result of the students reading comprehension on narrative text. The rate percentage and frequency of the students score.

4.1.1.1 The students' score of pre-test and post-test were classified into some criterias and percentage as follow:

Table 4.1 The Student's score of Pre-Test

No.	Nama	Pre-Test Score
1	Aedil	53.3
2	Akmal	53.3
3	AndiArdaPradana	13.3
4	AndiKhaerulAnam	53.3
5	ChaerulIlhamNur	53.3
6	Muh. Ikhsan	40
7	NabilalFahreza	53.3
8	Muh. Rizaldi	66.6
9	Tasbir	53.3

10	Asriani	33.3
11	FarhaniMawardi	33.3
12	InneShintiya	46.6
13	Nabila Anggraeni	33.3
14	NurAman	53.3
15	NurhidayahHaruna	33.3
16	NurulAfifah	33.3
17	ResqiAmaliaIgiRisa	33.3
18	RestiaMaulidya	53.3
19	Satriyani	40
20	SitiNurhalisa	40
21	SuciUlandari	53.3
	Total	926

The percentage was acquired by the students in pre-test reading comprehension on narrative text. It has been mention in the previous chapter that after tabulation and analyzing the score into percentage. The score was classified into five levels as follow:

Table 4.2 Frequency and percentage of the result Pre-Test

No.	Classification	Score	Frequency	Percentage
1	Very good	80-100	-	-
2	Good	66-79	1	4.80%
3	Fair	56-65	-	-

4	Poor	40-55	13	61.9%
5	Very poor	≤ 39	7	33.3%
Total			21	100%

Based on the table above, show that the rate percentage of the students score of the students' reading comprehension before treatment was poor, because most of them in the poor classification. About the result after treatment explained with table below.

Table 4.3 The Student's score of Post-Test

No.	Nama	Post-Test Score
1	Aedil	86.6
2	Akmal	93.3
3	Andi Arda Pradana	73.3
4	Andi Khaerul Anam	93.3
5	Chaerul Ilham Nur	93.3
6	Muh. Ikhsan	66.6
7	Nabilal Fahreza	86.6
8	Muh. Rizaldi	86.6
9	Tasbir	80
10	Asriani	73.3
11	Farhani Mawardi	66.6
12	Inne Shintiya	86.6
13	Nabila Anggraeni	73.3
14	Nur Aman	86.6

15	Nurhidayah Haruna	86.6
16	Nurul Afifah	73.3
17	Resqi Amalia Igi Risa	80
18	Restia Maulidya	93.3
19	Satriyani	73.3
20	Siti Nurhalisa	66.6
21	Suci Ulandari	93.3
	Total	1712.4

The table above shows the score of students after treatment using Collaborative Strategic Reading (CSR). We can compare that the score after using Collaborative Strategic Reading (CSR) bigger then before using Collaborative Strategic Reading (CSR), and classification of the score above describe with the table below.

Table 4.4 Frequency and percentage of the result Post-Test

No.	Classification	Score	Frequency	Percentage
1	Very good	80-100	13	61.90%
2	Good	66-79	8	38.10%
3	Fair	56-65	-	-
4	Poor	40-55	-	-
5	Very poor	≤ 39	-	-
Total			21	100%

Based on the table above, it shows that the rate percentage of students' score achievement reading comprehension in post test is varied. Thirteen students in very good classification and the other in the good. According to data between table 4.2 and 4.4, it can be seen that before gives treatment about to improve the reading comprehension on narrative text using Collaborative Strategic Reading (CSR) is poor, but when the researcher gave treatment to the students and gave test, there is no students in fair, poor, and very poor classification. It means that the students' reading comprehension on narrative text was improved.

4.1.1.2 The mean score of pre-test and post-test was tabulated as follow:

$$\begin{aligned} \text{Pre-test } X &= \frac{\sum X}{N} \\ X &= \frac{926}{21} = 44.095 \\ \text{Post-test } X &= \frac{\sum X}{N} \\ X &= \frac{1712.4}{21} = 81.542 \end{aligned}$$

Table 4.5 The mean score of Pre-test and Post-test.

No	Test	Mean Score
1	Pre-test	44.095
2	Post-test	81.542

From the result above shows that the mean score obtained by the students was very different. The result of post-test was higher than the pre-test. It's proved by the mean score of the post-test 81.542 while the mean score of pre-test 44.095. it means

that after giving treatment by using Collaborative Strategic Reading (CSR), the students' score obtained improved.

4.1.1.3 The worksheet of the calculation of the score on pre-test and post-test on the students' reading comprehension on narrative text.

Table 4.6 The worksheet of the calculation score of Pre-Test and Post-Test

No	Pre-test		Post-test		Daviation	
	X_1	X_1^2	X_2	X_2^2	$D(X_2-X_1)$	$D^2(X_2-X_1)^2$
1.	53.3	2840.89	86.6	7499.56	33.3	1108.89
2.	53.3	2840.89	93.3	8704.89	40	1600
3.	13.3	176.89	73.3	5372.89	60	3600
4.	53.3	2840.89	93.3	8704.89	40	1600
5.	53.3	2840.89	93.3	8704.89	40	1600
6.	40	1600	66.6	4435.56	26.6	707.56
7.	53.3	2840.89	86.6	7499.56	33.3	1108.89
8.	66.6	4435.56	86.6	7499.56	20	400
9.	53.3	2840.89	80	6400	26.7	712.89
10.	33.3	1108.89	73.3	5372.89	40	1600
11.	33.3	1108.89	66.6	4435.56	33.3	1108.89
12.	46.6	2171.56	86.6	7499.56	40	1600
13.	33.3	1108.89	73.3	5372.89	40	1600
14.	53.3	2840.89	86.6	7499.56	33.3	1108.89
15.	33.3	1108.89	86.6	7499.56	53.3	2840.89
16.	33.3	1108.89	73.3	5372.89	40	1600

17.	33.3	1108.89	80	6400	46.7	2180.89
18.	53.3	2840.89	93.3	8704.89	40	1600
19.	40	1600	73.3	5372.89	33.3	1108.89
20.	40	1600	66.6	4435.56	26.6	707.56
21.	53.3	2840.89	93.3	8704.89	40	1600
Tota l	926	43805.36	1712.4	141492.9	786.4	31094.24

The table above help the researcher to find out the standar deviation and the result of t-test.

4.1.1.4 The standard deviation of the students' pre-test and post-test was tabulated as follows:

1. Standard deviation of pre-test.

$$\begin{aligned}
 SS &= \sum X_1^2 - \frac{(\sum X_1)^2}{N} = 43805.36 - \frac{(926)^2}{21} \\
 &= 43805.36 - \frac{857.476}{21} \\
 &= 43805.36 - 40832.19 \\
 SS &= 2973.17
 \end{aligned}$$

$$SD = \sqrt{\frac{SS}{N-1}} = \sqrt{\frac{2973.17}{20}} = \sqrt{148.65} = 12.19$$

This score is showed the standar deviation of pre-test was 12.19. The next step is to find out the standar deviation of post test.

2. Standard deviation of post-test.

$$\begin{aligned}
 SS &= \sum X_2^2 - \frac{(\sum X_2)^2}{N} = 141492.9 - \frac{(1712.4)^2}{21} \\
 &= 141492.9 - \frac{2932313.76}{21} \\
 &= 141492.9 - 139633.98 \\
 SS &= 1858.92
 \end{aligned}$$

$$SD = \sqrt{\frac{SS}{N-1}} = \sqrt{\frac{1858.92}{20}} = \sqrt{92.946} = 9.64$$

Based on the calculation above, it is showed that the result of the standar deviation of post-test was 9.64.

Table 4.7 The Standard Deviation

No	Test	Standar Deviation(SD)
1	Pre-test	12.19
2	Post-test	9.64

The table above showed that standard deviation of the students on pre-test was 12.19 and standard deviation of the students on post-test was 9.64.

4.1.1.5 The result of T-test and T-table value was analyzed as follow:

Find out D

$$D = \frac{\sum D}{N}$$

$$= \frac{786.4}{21}$$

$$= 37.44$$

The calculation of the T-test value

$$\begin{aligned}
 t &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} = \frac{37.44}{\sqrt{\frac{31094.24 - \frac{(786.4)^2}{21}}{21(21-1)}}} = \frac{37.44}{\sqrt{\frac{31094.24 - \frac{618424.96}{21}}{21(20)}}} \\
 &= \frac{37.44}{\sqrt{\frac{31094.24 - 29448.80}{420}}} \\
 &= \frac{37.44}{\sqrt{\frac{1645.44}{420}}} \\
 &= \frac{37.44}{\sqrt{3.91}} \\
 &= \frac{37.44}{1.97} \\
 t &= 19.005
 \end{aligned}$$

From the calculation above the researcher got the T-test value was 19.005.

Table 4.8 The Text of Significance

Variable	T-Test	T-Table Value
Pre-test and Post-test	19.005	1,724

Based on data above the t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test after given treatment by using Collaborative Strategic Reading (CSR).

4.1.1.6 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$= 21 - 1$$

$$= 20$$

$$\alpha = 1.724 \text{ and } t\text{-test } 19.005$$

The statistical hypothesis in this research as folloow:

1. if t-table value is higher than t-test value. H0 is rejected, it means that the use of Collaborative Strategic Reading not able to improve reading comprehension on narrative text.
2. if t-test value is higher than t-table value. H1 is accepted, it means that the use of Collaborative Strategic Reading able to improve reading comprehension on narrative text.

For the level of significance(p) 5% and $df = 20$ then the value of the table = 1.724 while the value of t-test is 19.005. It means that the t-test value is greater than t-table ($1,724 < 19,005$). So, the null hypothesis (H0) is rejected and the alternative hypothesis (The use of Collaborative Strategic Reading able to improve reading comprehension on narrative text) is accepted. Based on the result of data analysis, the researcher concluded that applying Collaborative Strategic Reading (CSR) able to improve students reading comprehension on narrative text of the students.

4.1.2 The students' response toward the using Collaborative Strategic Reading (CSR) to improve students' reading comprehension on narrative text.

The questionnaire was distributed to the students to know their responses by using Collaborative Strategic Reading (CSR) in learning proses. The students was given 20 questions with 10 positive and 10 negative.

The response of students using questionnaire to use Collaborative Strategic Reading (CSR) to improve students' reading comprehension on narrative text. This result of percentage as follows:

Table 4.9 Table score questionnaire of students answer:

No	Item																				Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	4	4	4	3	3	4	4	4	3	3	4	3	4	3	3	4	4	4	4	71
2	3	4	4	3	4	4	3	3	3	3	3	3	4	4	3	4	4	3	3	4	69
3	3	4	4	4	3	3	4	4	4	3	3	4	3	4	3	3	3	4	4	4	71
4	3	4	4	3	4	4	3	4	4	3	3	3	3	4	4	4	3	3	3	4	69
5	4	4	3	3	4	4	3	4	4	3	4	4	4	4	4	4	4	4	3	4	75
6	3	3	3	3	4	2	4	3	3	2	2	3	3	3	2	2	2	2	3	2	54
7	3	4	4	3	4	4	3	3	3	3	3	3	4	4	3	4	4	3	3	4	69
8	3	3	4	4	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	65
9	4	4	4	4	4	4	4	4	3	3	4	4	3	4	4	4	4	4	3	4	76
10	3	4	3	3	4	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	64
11	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	63
12	3	3	4	3	3	3	3	4	3	2	3	3	3	4	4	3	4	4	4	4	67
13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
14	3	3	4	3	3	3	3	3	3	2	3	3	3	3	3	3	3	4	4	4	63
15	3	4	4	3	2	3	4	4	3	3	4	3	3	4	3	4	3	4	4	4	69

16	3	4	4	3	3	3	4	3	3	3	3	4	3	4	4	3	4	3	3	3	67
17	3	4	4	3	4	3	4	3	3	3	3	4	3	4	4	3	4	3	3	4	69
18	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	79
19	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	78
20	4	3	3	3	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	75
21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
	Total																				1422

The table above showed that the cumulative score that they got through the questionnaire was 1422.

$$\begin{aligned}
 X &= \frac{\sum x}{N} \\
 &= \frac{1422}{21} \\
 &= 67.71
 \end{aligned}$$

The score is showed the calculated the rate percentage of the students' response score was 67.71 were in interval 50% - 74.99% which has categorized responsive.

Based on the score of questionnaire shows that from 10 positive and 10 negative statement of questionnaire, the researcher concluded that the students' response in learning reading comprehension by Collaborative Strategic Reading had a good response.

4.2 Discussion

1. The discussion of the finding through the test and treatment.

In this research, the researcher has made various efforts to teach the English language by using Collaborative Strategic Reading (CSR) so that students can

improve reading comprehension on narrative text. Which are as much as possible so that students do not get bored in the learning process. The researcher also always provide motivation to the students to be diligent in reading.

The test was a reading test that given before and after treatments. There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purpose to know students' ability in reading comprehension on narrative text before getting the treatment. The step of this test was the researcher started to introduced herself and gave information about her aim with made the students interest to do the next instruction of the researcher.

The first meeting, before students started to answer the question, the researcher gave greeting for the students gave information about her aim with the students. After that, the researcher gave explanation about narrative text, how to do the instrument and guide the students to understand the process of the strategy, and also divided students' into some group. After that the researcher gave explanation and then gave students a chance to ask the researcher if they did not understood about how to do the instrument. There were some students asked about instrument, and the researcher explained once the test more and after the students understood, the researcher gave some minutes to read about the test before the researcher ask the students to answer the question.

The second meeting, beginning the activity the researcher ordered to pray together before the lesson began. The meeting ini this activity was nearly the same as the first meeting, but the topic was different. Then the researcher explains little about

the material. The researcher has giving some key words to them to answer the question of reading text, and then the researcher also helped them to how to translate the reading text, this way was succesful, almost all the student understood well about the reading text and can answer it well although there was some of them was still confused to translate and answer the text.

In the third and fourth meeting, the meeting ini this activity was nearly the same as the first and the second meeting, but the topic was different. The researcher ordered to pray together before the lesson began and check the presence of students. The researcher explains little about the material, the class was running enjoyable although half of the students were not ready to get the material and did not understood well the text, the researcher had tried to make the students more understand.

After applying Collaborative Strategic Reading in teaching reading gave improvement to the eight grade of SMP Muhammadiyah Belawa, for example: The students easy to understand the material because it used interesting strategy and also the students were able to improve their reading comprehension on narrative text because the students enjoy to study about the materials and also the researcher gives some instruction that would help the students when they answer the question.

The procedure of treatment, before the researcher give the reading text, firstly the researcher explain how to find out the mind ideas of the text, and the researcher gives them some minutes to read the text before the students answer it, and also the

researcher give time to the students to ask the researcher when they still not understand it.

In the last meeting, the researcher gave a post-test. The students answered the test was the form of test same as when researcher give in pre-test with the topic that had been provided by the researcher. It aimed to know whether this treatment has an impact or not

The result of the research proved that using Collaborative Strategic Reading (CSR) was effective to be used to teach the students' reading comprehension on narrative text. This statement is proved by the students score and after given treatment which was significantly different, beside that, the result of test shows us that before the students giving of the treatment (teaching reading comprehension on narrative text by using collaborative strategic reading), their score where most student got very good classification with the mean score and standard deviation after giving them the using Collaborative Strategic Reading (CSR), their reading comprehension on narrative text have improved with the mean score and standard deviation where thirteen students are categorized as very good classification in reading test by using Collaborative Strategic Reading (CSR).

The data above was collected through reading test that expected to improving reading comprehension on narrative text at the eight grade of SMP Muhammadiyah Belawa through Collaborative Strategic Reading (CSR), it was supported by the frequency and rate of the students score of pre-test and post-test. After presented the

Collaborative Strategic Reading (CSR) the students score in teaching was bigger than before.

In the pre-test where, there were 1 student (4.80%) got good, 13 students (61.9%) got poor, and 7 students (33.3%) got very poor. It means that most of students got poor classification on pre-test, the mean score of pre-test was 44.095.

In the post test where, there were 13 students (61.90%) got very good, and 8 students (38.10%) got good, its means that there is no students in fair, poor and very poor classification. So the students' percentage had proved by the mean score between pre-test (44.095) and post-test (81.542). It means that post-test was higher than pre-test.

Writer argumen: the students score improved after using the treatment in their reading. Before the treatment none of the students got very good classification but after treatment by using Collaborative Strategic Reading (CSR) there were 13 students got very good classification, thus the alternative hypotesis (H_i) was eccepted.

After each of mean gained score was found, the researcher calculated it into the t-test. From the calculation, it showed that result of t-test was 19.005. The score was the value that is needed in testing the hypothesis with the t-table. To find the value of t-table, the researcher should find the degree of freedom (df). It was found that the degree of freedom (df) was 20. It was obtained the value of t-table was 1.724, it means that the t-test value was higher than t-table.

Therefore, it can be conclude that teaching reading through Collaborative Strategic Reading (CSR) had an improve the students' reading comprehension on narrative text after gives the treatment of using Collaborative Strategic Reading (CSR) were higher than the students' reading comprehension on narrative text before they were gives treatment.

Teaching reading comprehension on narrative text by using Collaborative Strategic Reading (CSR) is found to helpful and effective to improve the students' reading comprehension on narrative text at the eight grade of SMP Muhammadiyah Belawa. This research suporting by Klinger and Vaughn in 1998. They state that "Collaborative Strategic Reading (CSR) is an excellent teaching technique for teaching students' reading comprehension and building vocabulary and also working together cooperatively"⁴⁹

2. The discussion of the finding through the questionnaire

The students' response toward the Collaborative Strategic Reading (CSR) at the eight grade of SMP Muhammadiyah Belawa has been and analyzed by using liker scale. The questionnare were successfully filled by 21 respondent that taken on November 2018.

From 10 positive and 10 negative statement of questionnaire, the researcher concluded that the students' response in learning reading comprehension on narrative

⁴⁹ J K. Klingner and S. Vaughn, *Using Collaborative Strategic Reading*, (The Council for Exeptional Children, 1998), p. 32.

text by Collaborative Strategic Reading had a good response. All the students' answered positive and most of them got 50% - 74.99%.

There was 5 students got 75-100 score (very positive) and 16 students got 50-74.99 score (positive) from all 21 students who have thought by collaborative strategic reading, and the main score of the students was 67.71 from 21 students which was categorized responsive.



CHAPTER V

CONCLUSION AND SUGGESTION

Based on theoretical studies and research on Improving The Students Reading Comprehension on Narrative Text at the Eight Grade of SMP Muhammadiyah Belawa Through Collaborative Strategic Reading (CSR) which was present in the previous chapter, and then in this chapter the researcher draw a conclusion and suggestion.

5.1 CONCLUSIONS

5.1.1 The conclusion of the finding through the test.

Based on the result of the data analysis, the researcher could conclude that the using Collaborative Strategic Reading (CSR) able to improve students reading comprehension on narrative text at the eight grade of SMP Muhammadiyah Belawa. It was proved by the data showed that the mean score of pre-test was 44.095 and the mean score of post-test was 81.542. It is supported by the result of statistical analysis where the statistical t-test value (19.005) was higher than t-table value (1.724), degree of freedom ($df=N-1$) 20. It means that there was significant improved of students reading comprehension on narrative text by using Collaborative Strategic Reading (CSR).

Finally, the using Collaborative Strategic Reading (CSR) can help the students in learning English reading comprehension on narrative text material because this strategy was effective.

5.1.2. The conclusion of the finding through the questionnaire.

From 10 positive and 10 negative questionnaires. All the students' answered positive and most of them got 50-74.99%. The main score of the students was 67.71 from 21 students. It means that the Collaborative Strategic Reading (CSR) make students have positive response toward in learning reading and they responsive about it.

Based on the rate score of the category the researcher could conclude that the students' responsive in learning reading comprehension on narrative text by collaborative strategic reading.

5.2 SUGGESTIONS

Based on the conclusion above, the researcher would like to present some suggestion as follow:

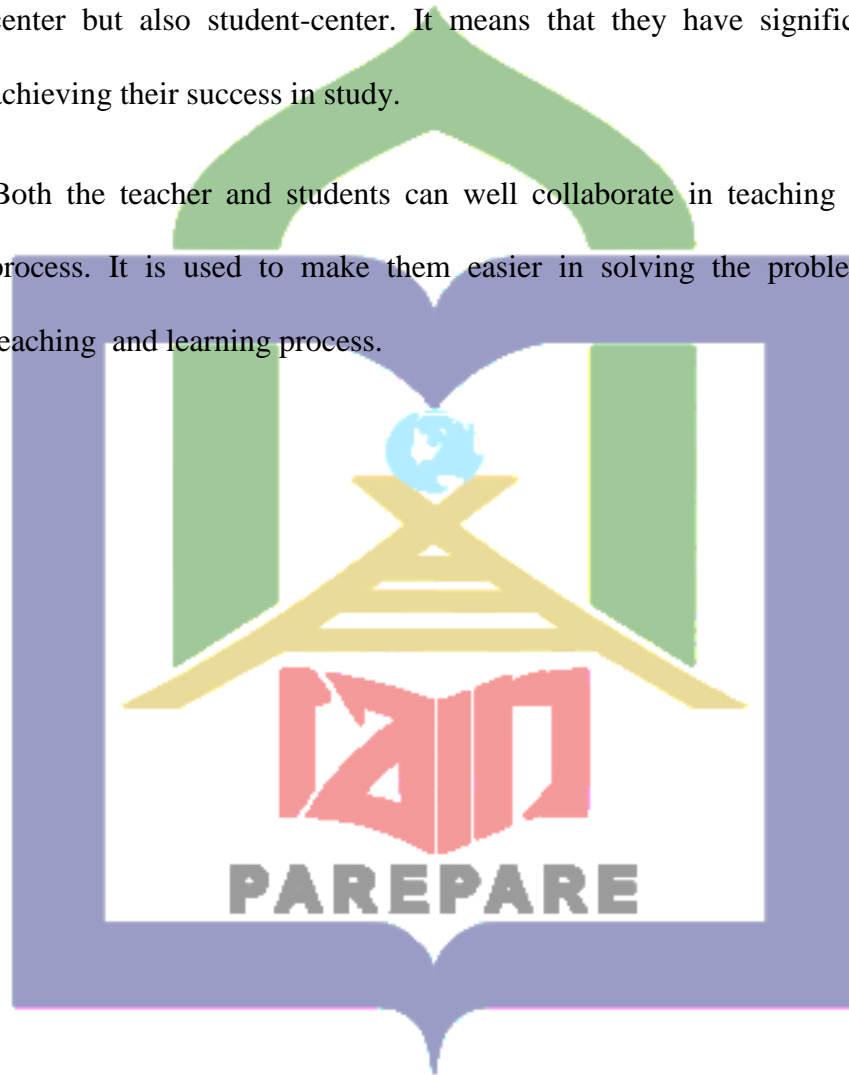
5.2.1 English teacher of Junior High School are suggested to use Collaborative Strategic Reading (CSR) as an alternative strategy in teaching reading comprehension on narrative text which it have been proven that Collaborative Strategic Reading (CSR) technique can impact effectively in improving reading comprehension on narrative text.

5.2.2 The researcher should be well prepared the material that are going to be taught to the students before entering the classroom.

5.2.3 The students should be more active in learning reading text and students have to read more reading text in order to have more knowledge.

5.2.4 The students need to realize that learning has two way process, not only teacher-center but also student-center. It means that they have significant roles in achieving their success in study.

5.2.5 Both the teacher and students can well collaborate in teaching and learning process. It is used to make them easier in solving the problems faced in teaching and learning process.



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Pre-test

Name :

Class :

Read the text and answer question 1 to 8.

“CINDRELLA”

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince wife. The step sisters went to the ball that night with her mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach, two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cindrella’s house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

Answer the question below!

1. What is the purpose of the text above?
 - a. To inform what happened in the past
 - b. To give a description of a beautiful girl
 - c. To retell about Cindrella’s experience/memory
 - d. To entertain readers with an actual, or vicarious experience
2. What was there at the palace one day?
 - a. A ball
 - b. A birthday party
 - c. Crown part
 - d. Glass slippers
3. Why did the king hold the event at his palace?
 - a. To celebrate his birthday
 - b. To celebrate his wedding
 - c. To find his crown prince a wife
 - d. To entertaint his people
4. How was the end of the story?

- a. The prince married Cinderella
 - b. Cinderella was killed by her step mother
 - c. The prince turned into a horse forever
 - d. Cinderella was betrayed by the king.
5. "She also gave Cinderella a lovely dress..." (Paragraph 4). The underlined word has the same meaning with.....
- a. Boring
 - b. Honest
 - c. Pretty
 - d. Loyal
6. Who helped Cinderella go to the ball?
- a. The Prince
 - b. Her step-mother
 - c. Her step-sisters
 - d. Godmother
7. The first paragraph is called....
- a. Orientation
 - b. Complication
 - c. Re-orientation
 - d. Resolution
8. "The slipper fit her." (Paragraph 6). The underlined word refers to.....
- a. Godmother
 - b. The Prince
 - c. Cinderella
 - d. Step-mother

Read the text and answer question 9 to 15.

Once upon a time, there was a prince. He lived in a castle in France. One day a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away.

After the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of a mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day Maurice traveled past the castle. It was raining very hard. He came into the castle. When the Beast saw him, he captured him. Belle was so worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father could go home. First Belle didn't like the Beast because he was mean. Then slowly he changed. He was not mean anymore. Belle began to like him and finally she fell in love with him.

Right after she declared her love to the Beast the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

9. What is the purpose of the text?
- a. To describe the Beast and Belle.

- b. To retell the experience of Belle.
 - c. To guide readers how to perform like Belle.
 - d. To entertain readers and friends.
10. How many main characters are mentioned in the story?
- a. Two
 - b. Three
 - c. Four
 - d. Five
11. Where was the setting of the story?
- a. In the forest
 - b. At home
 - c. In palace
 - d. In the mountain
12. Why did the prince become the Beast? Because.....
- a. He sent an ugly woman away
 - b. A beautiful fairy cursed him
 - c. A woman fell in love with him
 - d. He captured Maurice
13. First, Belle didn't love him because he was **mean**.
- a. Generous
 - b. Unbelievable
 - c. Humorous
 - d. Unkind
14. The last paragraph is called.....
- a. Orientation
 - b. Complication
 - c. Re-orientation
 - d. Resolution
15. Who became a beast?
- a. The servants
 - b. The Prince
 - c. Belle
 - d. Maurice

"Good Luck"

PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Muhammadiyah Belawa
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)
Pertemuan : I (Pertama)
Alokasi Waktu : 2 x 40 menit
Skill : Reading (Membaca)

I. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis berbentuk *narrative* dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Mengidentifikasi makna gagasan utama dalam teks berbentuk *narrative*.
2. Mengidentifikasi informasi dalam sebuah teks berbentuk *narrative*.

IV. Tujuan Pembelajaran

1. Pada akhir pembelajaran siswa dapat:
 - ✓ Memahami makna gagasan utama dalam teks berbentuk *narrative*.
 - ✓ Mengetahui berbagai informasi dalam teks berbentuk *narrative*.
2. Karakter siswa yang diharapkan:
 - ✓ Dapat dipercaya
 - ✓ Rasa hormat dan perhatian
 - ✓ Tekun

V. Metode Pembelajaran

Collaborative Strategic Reading (CSR) Technique

VI. Langkah-langkah Kegiatan

NO.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	1. Menyapa siswa dengan mengucapkan selamat pagi. 2. Mengajak siswa berdoa sebelum belajar. 3. Mengecek kehadiran siswa. 4. Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.	10 Menit
2.	Kegiatan Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> - Guru memberi penjelasan tentang <i>Collaborative Strategic Reading (CSR)</i>. - Guru membagi siswa ke dalam beberapa kelompok kecil (5-6 siswa) dan memberikan peran sebagai <i>leader</i>, <i>clunk expert</i>, <i>gist expert</i>, <i>announcer</i>, <i>encourager</i>, dan <i>timekeeper</i>. - Guru menjelaskan langkah CSR (<i>preview</i>, <i>click and clunk</i>, <i>get the gist</i>, dan <i>wrap up</i>). <p>Elaborasi</p>	60 Menit

		<ul style="list-style-type: none"> - Guru meminta siswa untuk mengidentifikasi <i>general structure</i> yang terdapat dalam teks <i>narrative</i> secara berkelompok. - Guru meminta siswa menyimpulkan isi teks <i>narrative</i>. - Guru memberikan pertanyaan yang bersumber dari teks tersebut. - Guru memberi kesempatan berpikir, menganalisis, dan bertindak tanpa rasa takut. <p>Konfirmasi</p> <ul style="list-style-type: none"> - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan siswa. - Memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. - Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa. 	
3.	Penutup	<ol style="list-style-type: none"> 1. Guru bersama siswa melakukan tanya jawab meluruskan kesalahan pemahaman. 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran. 3. Guru memberikan penguatan dan 	10 Menit

		keimpulan terhadap siswa.	
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VII. Media

- ✓ Worksheet atau lembar kerja siswa.

VIII. Alat/Bahan

- ✓ Papan tulis, spidol dan penghapus.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Muhammadiyah Belawa
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)
Pertemuan : II (Kedua)
Alokasi Waktu : 2 x 40 menit
Skill : Reading (Membaca)

I. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis berbentuk *narrative* dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Mengidentifikasi makna gagasan utama dalam teks berbentuk *narrative*.
2. Mengidentifikasi informasi dalam sebuah teks berbentuk *narrative*.

IV. Tujuan Pembelajaran

1. Pada akhir pembelajaran siswa dapat:
 - ✓ Memahami makna gagasan utama dalam teks berbentuk *narrative*.
 - ✓ Mengetahui berbagai informasi dalam teks berbentuk *narrative*.
2. Karakter siswa yang diharapkan:
 - ✓ Dapat dipercaya
 - ✓ Rasa hormat dan perhatian
 - ✓ Tekun

V. Metode Pembelajaran

Collaborative Strategic Reading (CSR) Technique

VI. Langkah-langkah Kegiatan

NO.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	1. Menyapa siswa dengan mengucapkan selamat pagi. 2. Mengajak siswa berdoa sebelum belajar. 3. Mengecek kehadiran siswa. 4. Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.	10 Menit
2.	Kegiatan Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> - Guru membagi siswa ke dalam beberapa kelompok kecil (5-6 siswa) dan memberikan peran sebagai <i>leader</i>, <i>clunk expert</i>, <i>gist expert</i>, <i>announcer</i>, <i>encourager</i>, dan <i>timekeeper</i>. - Guru menjelaskan langkah CSR (<i>preview</i>, <i>click and clunk</i>, <i>get the gist</i>, dan <i>wrap up</i>). <p>Elaborasi</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk mengidentifikasi <i>general structure</i> yang terdapat dalam teks <i>narrative</i> 	60 Menit

		<p>secara berkelompok.</p> <ul style="list-style-type: none"> - Guru meminta siswa menyimpulkan isi teks <i>narrative</i>. - Guru memberikan pertanyaan yang bersumber dari teks tersebut. - Guru memberi kesempatan berpikir, menganalisis, dan bertindak tanpa rasa takut. <p>Konfirmasi</p> <ul style="list-style-type: none"> - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan siswa. - Memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. - Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa. 	
3.	Penutup	<ol style="list-style-type: none"> 1. Guru bersama siswa melakukan tanya jawab meluruskan kesalahan pemahaman. 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran. 3. Guru memberikan penguatan dan keimpulan terhadap siswa. 	10 Menit

VII. Media

- ✓ Worksheet atau lembar kerja siswa.

VIII. Alat/Bahan

- ✓ Papan tulis, spidol dan penghapus.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Muhammadiyah Belawa
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)
Pertemuan : III (Ketiga)
Alokasi Waktu : 2 x 40 menit
Skill : Reading (Membaca)

I. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis esai berbentuk *narrative* dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Mengidentifikasi *generic structure* dalam teks berbentuk *narrative*.
2. Memahami makna kosa kata sulit dalam teks berbentuk *narrative*.

IV. Tujuan Pembelajaran

1. Pada akhir pembelajaran siswa dapat:
 - ✓ Mengetahui *generic structure* dalam teks berbentuk *narrative*.
 - ✓ Memahami kosa kata sulit dalam *language feature* dalam teks berbentuk *narrative*.
2. Karakter siswa yang diharapkan:
 - ✓ Dapat dipercaya
 - ✓ Rasa hormat dan perhatian

✓ Tekun

V. Metode Pembelajaran

Collaborative Strategic Reading (CSR) Technique

VI. Langkah-langkah Kegiatan

NO.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	1. Menyapa siswa dengan mengucapkan selamat pagi. 2. Mengajak siswa berdoa sebelum belajar. 3. Mengecek kehadiran siswa. 4. Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.	10 Menit
2.	Kegiatan Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> - Guru membagi siswa ke dalam beberapa kelompok kecil (5-6 siswa) dan memberikan peran sebagai <i>leader</i>, <i>clunk expert</i>, <i>gist expert</i>, <i>announcer</i>, <i>encourager</i>, dan <i>timekeeper</i>. - Guru meminta siswa melakukan langkah CSR (<i>preview</i>, <i>click and clunk</i>, <i>get the gist</i>, dan <i>wrap up</i>). <p>Elaborasi</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk mengidentifikasi <i>general structure</i> 	60 Menit

		<p>yang terdapat dalam teks <i>narrative</i> secara berkelompok.</p> <ul style="list-style-type: none"> - Guru meminta siswa menyimpulkan isi teks <i>narrative</i>. - Guru memberikan pertanyaan yang bersumber dari teks tersebut. - Guru memberi kesempatan berpikir, menganalisis, dan bertindak tanpa rasa takut. <p>Konfirmasi</p> <ul style="list-style-type: none"> - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan siswa. - Memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. - Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa. 	
3.	Penutup	<ol style="list-style-type: none"> 1. Guru bersama siswa melakukan tanya jawab meluruskan kesalahan pemahaman. 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran. 3. Guru memberikan penguatan dan kesimpulan terhadap siswa. 	10 Menit

VII. Media

- ✓ Worksheet atau lembar kerja siswa.

VIII. Alat/Bahan

- ✓ Papan tulis, spidol dan penghapus.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Muhammadiyah Belawa
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)
Pertemuan : IV (Keempat)
Alokasi Waktu : 2 x 40 menit
Skill : Reading (Membaca)

I. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis esai berbentuk *narrative* dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Mengidentifikasi tujuan komunikatif dalam teks berbentuk *narrative*.
2. Mengidentifikasi ciri-ciri kebahasaan dalam teks berbentuk *narrative*.

IV. Tujuan Pembelajaran

1. Pada akhir pembelajaran siswa dapat:
 - ✓ Memahami tujuan komunikatif dalam teks berbentuk *narrative*.
 - ✓ Memahami ciri-ciri kebahasaan dalam teks berbentuk *narrative*.
2. Karakter siswa yang diharapkan:
 - ✓ Dapat dipercaya
 - ✓ Rasa hormat dan perhatian
 - ✓ Tekun

V. Metode Pembelajaran

Collaborative Strategic Reading (CSR) Technique

VI. Langkah-langkah Kegiatan

NO.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	1. Menyapa siswa dengan mengucapkan selamat pagi. 2. Mengajak siswa berdoa sebelum belajar. 3. Mengecek kehadiran siswa. 4. Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.	10 Menit
2.	Kegiatan Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> - Guru membagi siswa ke dalam beberapa kelompok kecil (5-6 siswa) dan memberikan peran sebagai <i>leader</i>, <i>clunk expert</i>, <i>gist expert</i>, <i>announcer</i>, <i>encourager</i>, dan <i>timekeeper</i>. - Guru meminta siswa melakukan langkah CSR (<i>preview</i>, <i>click and clunk</i>, <i>get the gist</i>, dan <i>wrap up</i>). <p>Elaborasi</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk mengidentifikasi <i>general structure</i> yang terdapat dalam teks <i>narrative</i> 	60 Menit

		<p>secara berkelompok.</p> <ul style="list-style-type: none"> - Guru meminta siswa menyimpulkan isi teks <i>narrative</i>. - Guru memberikan pertanyaan yang bersumber dari teks tersebut. - Guru memberi kesempatan berpikir, menganalisis, dan bertindak tanpa rasa takut. <p>Konfirmasi</p> <ul style="list-style-type: none"> - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan siswa. - Memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. - Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa. 	
3.	Penutup	<ol style="list-style-type: none"> 1. Guru bersama siswa melakukan tanya jawab meluruskan kesalahan pemahaman. 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran. 3. Guru memberikan penguatan dan keimpulan terhadap siswa. 	10 Menit

VII. Media

- ✓ Worksheet atau lembar kerja siswa.

VIII. Alat/Bahan

- ✓ Papan tulis, spidol dan penghapus.



Post-Test

Name :

Class :

Read the text and answer question 1 to 5.

“Fly and the Bull”

There was once a little fly who though he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to him. The little fly flew down and buzzed around the bull’s head. The bull did not bother him. He went chewing grass.

The fly the buzzed right inside the bull’s ear. The bull continued chewing grass. The fly though, “What a stupid animal!”

Now the fly decided to land on one of the bull’s horns to make the bull notice him. He waited for the bull to say something, but the bull kept quite.

The fly then shouted angrily, “Oh Bull, if you find that I’m too heavy for you, let me know and I will fly away!”

The bull laughed and said, “Little fly, I don’t care if you stay or leave. You are so tiny that your weight does not make any differences tome, so please and leave me alone.”

1. Where did the story take place?
 - a. In the jungle
 - b. In the field
 - c. In the forest
 - d. In the village
2. Which one is true according to the passage?
 - a. The little fly is a kind animal
 - b. The bull felt proud on the little fly
 - c. The fly wanted to make friend with the bull
 - d. The bull did not pay attention to the fly
3. What is the value of the text above?
 - a. Don’t be selfish
 - b. Be friendly
 - c. Don’t be arrogant
 - d. Don’t pay attention to something
4. How was the characteristic of the little fly?
 - a. He was proud
 - b. He was stupid
 - c. He was smart
 - d. He was kind
5. When did the story take time?
 - a. In the morning
 - b. In the afternoon
 - c. In the evening
 - d. In the night

Read the text and answer question 6 to 15

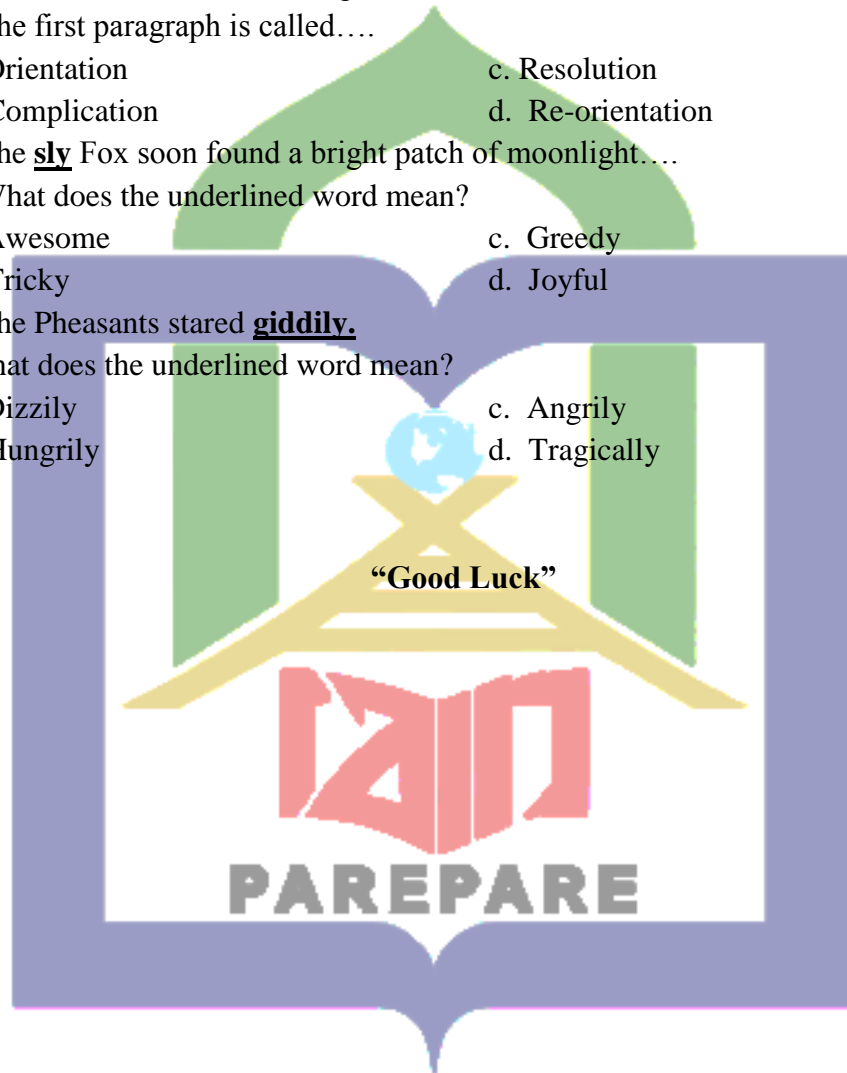
Once, Master fox was taking his usual stroll beneath the moonlight in the woods. He saw a number Pheasants perched quite of reach on a limb of a tall, old tree. The sly Fox soon found a bright patch of moonlight, where the Pheasants could see him clearly. There he raised himself up on his hind legs, and began a wind dance. First he whirled 'round and 'round like a top. Then he hopped up and down. He cut all sort of strange capers. The Pheasants stared giddily. They hardly dared bink of fear of losing him out of their sight in a few moments.

Now the fox made us if he wanted to climb a tree. He fall over an slay still, playing dead. Then he was hopping on all fours. His back was in the air and his bushy tail was shaking. It seemed that he threw out silver sparks in the moonlight.

By the time, the poor birds' head were in the whirl. And when the fox began his performance all over again, they become so dazed. They lost their hold on the limb. They fell down one by one and they were immediately.

6. What is the text about?
 - a. The happy day for the fox
 - b. The Fox and the Pheasants
 - c. The beautiful moonlight
 - d. The dead Pheasants
7. What is the main idea of the paragraph?
 - a. The Pheasants tried to hold on the tree
 - b. The fox attacked the Pheasants one by one
 - c. The fox continued his dancing performance
 - d. The fox climbed the tree
8. The Pheasants lost their hold on the limb because....
 - a. They were silly and weak animals
 - b. The branch was too small and slippery
 - c. The Pheasants were exhausted
 - d. They were shocked to see the Fox's performance
9. Based on the text, we can infer that the story happened.....
 - a. At night
 - b. In the morning
 - c. At midday
 - d. In the afternoon
10. The last paragraph is called....
 - a. Orientation
 - b. Complication
 - c. Event
 - d. Re-orientation
11. Once, Master fox was taking his usual stroll beneath the moonlight in the woods. What does the underline word mean?
 - a. Before
 - b. In front of

- b. Near
d. Under
12. What is the purpose of the text above?
a. To amuse the reader
b. To persuade the people about something
c. To tell the reader about the writer's experience
d. To describe about something
13. The first paragraph is called....
a. Orientation
b. Complication
c. Resolution
d. Re-orientation
14. The sly Fox soon found a bright patch of moonlight....
What does the underlined word mean?
a. Awesome
b. Tricky
c. Greedy
d. Joyful
15. The Pheasants stared giddily.
What does the underlined word mean?
a. Dizzily
b. Hungrily
c. Angrily
d. Tragically



Pre-test

Name : MUH. RIZALDI
Class : VIII.1

Read the text and answer question 1 to 8.

"CINDRELLA"

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince wife. The step sisters went to the ball that night with her mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach, two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

Answer the question below!

- ✗ 1. What is the purpose of the text above?
 - a. To inform what happened in the past
 - ✗ b. To give a description of a beautiful girl
 - c. To retell about Cindrella's experience/memory
 - d. To entertain readers with an actual, or vicarious experience
- ✓ 2. What was there at the palace one day?
 - ✗ a. A ball
 - b. A birthday party
 - c. Crown part
 - d. Glass slippers
- ✓ 3. Why did the king hold the event at his palace?
 - a. To celebrate his birthday
 - b. To celebrate his wedding
 - ✗ c. To find his crown prince a wife
 - d. To entertaint his people
- ✓ 4. How was the end of the story?

- ~~✗~~ a. The prince married Cinderella
 b. Cinderella was killed by her step mother
 c. The prince turned into a horse forever
 d. Cinderella was betrayed by the king.
- ✓ 5. "She also gave Cinderella a lovely dress..." (Paragraph 4). The underlined word has the same meaning with.....
 a. Boring
 b. Honest
 c. Pretty
 d. Loyal
- ✗ 6. Who helped Cinderella go to the ball?
 a. The Prince
 b. Her step-mother
 c. Her step-sisters
 d. Godmother
- ✓ 7. The first paragraph is called....
 a. Orientation
 b. Complication
 c. Re-orientation
 d. Resolution
- ✓ 8. "The slipper fit her." (Paragraph 6). The underlined word refers to.....
 a. Godmother
 b. The Prince
 c. Cinderella
 d. Step-mother

Read the text and answer question 9 to 15.

Once upon a time, there was a prince. He lived in a castle in France. One day a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away.

After the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of a mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day Maurice traveled past the castle. It was raining very hard. He came into the castle. When the Beast saw him, he captured him. Belle was so worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father could go home. First Belle didn't like the Beast because he was mean. Then slowly he changed. He was not mean anymore. Belle began to like him and finally she fell in love with him.

Right after she declared her love to the Beast the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

- ✗ 9. What is the purpose of the text?
 a. To describe the Beast and Belle.

- b. To retell the experience of Belle.
- c. To guide readers how to perform like Belle.
- d. To entertain readers and friends.
- ✓10. How many main characters are mentioned in the story?
 - ~~✗~~ a. Two
 - b. Three
 - c. Four
 - d. Five
- ✓11. Where was the setting of the story?
 - a. In the forest
 - b. At home
 - ~~✗~~ c. In palace
 - d. In the mountain
- ✗12. Why did the prince become the Beast? Because.....
 - ~~✗~~ a. He sent an ugly woman away
 - b. A beautiful fairy cursed him
 - c. A woman fell in love with him
 - d. He captured Maurice
- ✓13. First, Belle didn't love him because he was mean.
 - a. Generous
 - ~~✗~~ b. Unbelievable
 - c. Humorous
 - ~~✗~~ d. Unkind
- ✗14. The last paragraph is called.....
 - ~~✗~~ a. Orientation
 - b. Complication
 - c. Re-orientation
 - d. Resolution
- ✓15. Who became a beast?
 - a. The servants
 - ~~✗~~ b. The Prince
 - c. Belle
 - d. Maurice

"Good Luck"

10 B

Post-Test

Name : MUH. RIZALDI

Class : VIII.1

Read the text and answer question 1 to 5.

"Fly and the Bull"

There was once a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to him. The little fly flew down and buzzed around the bull's head. The bull did not bother him. He went chewing grass.

The fly buzzed right inside the bull's ear. The bull continued chewing grass. The fly thought, "What a stupid animal!"

Now the fly decided to land on one of the bull's horns to make the bull notice him. He waited for the bull to say something, but the bull kept quiet.

The fly then shouted angrily, "Oh Bull, if you find that I'm too heavy for you, let me know and I will fly away!"

The bull laughed and said, "Little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any differences to me, so please and leave me alone."

1. Where did the story take place?
 - ☒ a. In the jungle
 - ☐ b. In the field
 - ☐ c. In the forest
 - ☐ d. In the village
2. Which one is true according to the passage?
 - ☐ a. The little fly is a kind animal
 - ☐ b. The bull felt proud on the little fly
 - ☐ c. The fly wanted to make friend with the bull
 - ☒ d. The bull did not pay attention to the fly
3. What is the value of the text above?
 - ☐ a. Don't be selfish
 - ☐ b. Be friendly
 - ☒ c. Don't be arrogant
 - ☐ d. Don't pay attention to something
4. How was the characteristic of the little fly?
 - ☒ a. He was proud
 - ☐ b. He was stupid
 - ☐ c. He was smart
 - ☐ d. He was kind
5. When did the story take time?
 - ☒ a. In the morning
 - ☐ b. In the afternoon
 - ☐ c. In the evening
 - ☐ d. In the night

Read the text and answer question 6 to 15

Once, Master fox was taking his usual stroll beneath the moonlight in the woods. He saw a number Pheasants perched quite of reach on a limb of a tall, old tree. The sly Fox soon found a bright patch of moonlight, where the Pheasants could see him clearly. There he raised himself up on his hind legs, and began a wind dance. First he whirled 'round and 'round like a top. Then he hopped up and down. He cut all sort of strange capers. The Pheasants stared giddily. They hardly dared bink of fear of losing him out of their sight in a few moments.

Now the fox made us if he wanted to climb a tree. He fall over an slay still, playing dead. Then he was hopping on all fours. His back was in the air and his bushy tail was shaking. It seemed that he threw out silver sparks in the moonlight.

By the time, the poor birds' head were in the whirl. And when the fox began his performance all over again, they become so dazed. They lost their hold on the limb. They fell down one by one and they were immediately.

- ✓ 6. What is the text about?
 - a. The happy day for the fox
 - ☒ b. The Fox and the Pheasants
 - c. The beautiful moonlight
 - d. The dead Pheasants
- ✗ 7. What is the main idea of the paragraph?
 - a. The Pheasants tried to hold on the tree
 - b. The fox attacked the Pheasants one by one
 - c. The fox continued his dancing performance
 - d. The fox climbed the tree
- ✗ 8. The Pheasants lost their hold on the climb because....
 - ☒ a. They were silly and weak animals
 - b. The branch was too small and slippery
 - c. The Pheasants were exhausted
 - ☒ d. They were shocked to see the Fox's performance
- ✓ 9. Based on the text, we can infer that the story happened.....
 - ☒ a. At night
 - b. In the morning
 - c. At midday
 - d. In the afternoon
- ✓ 10. The last paragraph is called....
 - a. Orientation
 - b. Complication
 - c. Event
 - ☒ d. Re-orientation
- ✓ 11. Once, Master fox was taking his usual stroll beneath the moonlight in the woods. What does the underline word mean?
 - a. Before
 - b. Near
 - c. In front of
 - ☒ d. Under

- ✓ 12. What is the purpose of the text above?
- ☒ a. To amuse the reader
 - b. To persuade the people about something
 - c. To tell the reader about the writer's experience
 - d. To describe about something
- ✓ 13. The first paragraph is called....
- ☒ a. Orientation
 - b. Complication
 - c. Resolution
 - d. Re-orientation
- ✓ 14. The sly Fox soon found a bright patch of moonlight....
What does the underlined word mean?
- a. Awesome
 - ☒ b. Tricky
 - c. Greedy
 - d. Joyful
- ✓ 15. The Pheasants stared giddily.
What does the underlined word mean?
- ☒ a. Dizzily
 - b. Hungrily
 - c. Angrily
 - d. Tragically

"Good Luck"

13 B



Kuesioner Respon Siswa

Nama : ~~Nabil~~ Nabil Fahreza

Nomor absen : 2610 (7)

Petunjuk

Beri Tanda ceklis (✓) pada respon Anda di lembar jawaban/kolom yang tersedia dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban dan berilah jawaban yang benar-benar cocok dengan pilihan Anda.

Keterangan jawaban:

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

No	PERNYATAAN	SS	S	TS	STS
1	Collaborative Strategic Reading (CSR) memudahkan saya untuk belajar bahasa Inggris.		✓		
2	Saya suka belajar bahasa Inggris dengan berkelompok.	✓			
3	Saya sangat suka dengan model pembelajaran diskusi.	✓			
4	Saya merasa senang bekerja sama dalam kelompok.		✓		
5	Saya menyukai pelajaran bahasa Inggris tes narasi (cerita).	✓			
6	Saya sangat suka dengan model pembelajaran Collaborative Strategic Reading (CSR).	✓			
7	Saya berusaha untuk bertanya kepada guru jika saya dan teman sekelompok mengalami kesulitan dalam menjawab pertanyaan reading.		✓		
8	Guru selalu memberikan saya bimbingan secara langsung apabila mengalami kesulitan menggunakan Collaborative Strategic		✓		

	Reading (CSR).				
9	Saya menghargai pendapat teman saat diskusi kelompok.		✓		
10	Saya membaca tulisan berbahasa Inggris dengan membaca cepat seluruh teks, setelah itu membaca kembali dengan teliti.		✓		
11	Saya tidak tertarik mengikuti pembelajaran bahasa Inggris menggunakan Collaborative Strategic Reading (CSR).			✓	
12	Pembelajaran bahasa Inggris menggunakan Collaborative Strategic Reading (CSR) membuat saya mengantuk.			✓	
13	Pembelajaran bahasa Inggris menggunakan Collaborative Strategic Reading (CSR) sulit untuk diterapkan.				✓
14	Saya merasa bosan belajar bahasa Inggris dengan menggunakan Collaborative Strategic Reading (CSR).				✓
15	Belajar bahasa Inggris secara berkelompok membuat saya merasa tidak nyaman.			✓	
16	Penerapan pembelajaran bahasa Inggris menggunakan Collaborative Strategic Reading (CSR) membuat saya kurang percaya diri.				✓
17	Penggunaan Collaborative Strategic Reading (CSR) dalam pembelajaran bahasa Inggris terlalu monoton.				✓
18	Model pembelajaran Collaborative Strategic Reading (CSR) kurang bermanfaat untuk belajar bahasa Inggris.			✓	
19	Saya merasa tertekan dalam pembelajaran bahasa Inggris dengan menggunakan Collaborative Strategic Reading (CSR).			✓	
20	Saya kurang termotivasi apabila dalam pembelajaran bahasa Inggris menggunakan Collaborative Strategic Reading (CSR).				✓

SRN CO 0000850


PEMERINTAH KABUPATEN WAJO
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
 Jl. Jend. Achmad Yani No. 33 Tlp/Fax (0485) 323549
 www.bpptpmwajokab@gmail.com, Sengkang (90915), Kabupaten Wajo, Provinsi Sulawesi Selatan

IZIN PENELITIAN / SURVEY

Nomor : 0850/IP/DPMPTSP/2018

Membaca : Surat Permohonan **RISMA** Tanggal **15-10-2018**
 Tentang Penerbitan Izin Penelitian / Survey

Mengingat : 1. Peraturan Menteri Dalam Negeri RI Nomor 7 Tahun 2014 Tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian
 2. Peraturan Bupati Wajo Nomor 11 Tahun 2015 Tentang Pelimpahan Kewenangan Pelayanan Perizinan Kepada Badan Pelayanan Perizinan Terpadu dan Penanaman Modal Kabupaten Wajo

Memperhatikan : 1. Surat Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga Institut Agama Islam Negeri (IAIN) Pare-Pare Nomor : B504/In.39/PP.00.9/10/2018 Tanggal 09 Oktober 2018 Perihal : Izin Melaksanakan Penelitian
 2. Rekomendasi Tim Teknis Nomor **00851/IP/TIM-TEKNIS/X/2018** Tanggal **16-10-2018** Tentang Penerbitan Izin Penelitian / Survey

Menetapkan : Memberikan IZIN PENELITIAN / SURVEY kepada :

Nama : **RISMA**
 Tempat / Tgl Lahir : **BELAWA , 26 OKTOBER 1996**
 Alamat : **BELAWA**
 Universitas / lembaga : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PARE PARE**
 Judul Penelitian : **IMPROVING READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTGRADE OF SMP MUHAMMADIYAH BELAWA THROUGH COLLABORATIVE STRATEGIC READING (CSR)**

Lokasi Penelitian : **SMP MUHAMMADIYAH BELAWA**

Lama Penelitian : **16 Oktober 2018 s.d 16 November 2018**

Untuk hal ini tidak merasa keberatan atas pelaksanaan Penelitian / Survey dimaksud dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah pelaksanaan penelitian harus melaporkan diri kepada pemerintah setempat dan instansi yang bersangkutan
2. Penelitian tidak menyimpang dari masalah yang telah diizinkan, semata-mata untuk kepentingan ilmiah
3. Mentaati Semua perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat

Ditetapkan di : **Sengkang**
 Pada Tanggal : **16 Oktober 2018**


4KEPALA DINAS,
Drs. ANDI MANUSSA, S.Sos., M.Si.
Pangkat : PEMBINA Tk. I
NIP : 19651128 199002 1 001



Tembusan :

1. Kepala Badan Kesatuan Bangsa dan Politik Kab. Wajo
2. Kepala Instansi Tempat Penelitian
3. Camat Setempat
4. Pertinggal

No. Reg : 0887/IP/DPMPTSP/2018
Retribusi : Rp. 0



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91131 ☎ (0421)21307
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Nomor : B2504 /In.39/PP.00.9/10/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. WAJO
Cq. Dinas Penanaman Modal
di
KAB. WAJO

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama : RISMA
Tempat/Tgl. Lahir : WAJO, 26 Oktober 1996
NIM : 14.1300.019
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : MENGE, DESA BELAWA, KEC. BELAWA, KAB. WAJO

Bermaksud akan mengadakan penelitian di wilayah **KAB. WAJO** dalam rangka penyusunan skripsi yang berjudul :

"IMPROVING READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHT GRADE OF SMP MUHAMMADIYAH BELAWA THOROUGH COLLABORATIVE STRATEGIC READING (CSR)"

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

09 Oktober 2018



Rektor
Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)

Muh. Djunaidi



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
SMP MUHAMMADIYAH BELAWA

Alamat : Jl. H. DatuSulolipu No. 36 Email: *smpmuh_belawa@yahoo.co.id*

SURAT KETERANGAN PENELITIAN

No : 090/IV.4/A/2018

Yang bertanda tangan dibawah ini

Nama : BAHARUDDIN, S. Pd

NIP : 19681231 199106 1 001

Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : RISMA

NIM : 14.1300.019

Jurusan : Tarbiyah dan Adab

Prodi : Pendidikan Bahasa Inggris

Semester : IX (Sembilan)

Tahun Akademik : 2018 / 2019

Adalah benar telah mengadakan penelitian di SMP Muhammadiyah Belawa dalam rangka menyelesaikan penelitian skripsi yang berjudul “ IMPROVING READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHT GRADE OF SMP MUHAMMADIYAH BELAWA THROUGH COLLABORATIVE STRATEGIC READING (CSR)”

Demikianlah surat keterangan dibuat dengan sebenarnya dan kepada yang berkepentingan dapat dipergunakan sebagaimana mestinya.

Belawa, 7 November 2018



BAHARUDDIN, S. Pd
 19681231 199106 1 001

DOCUMENTATION









CURRICULUM VITAE

RISMA, the writer was born on October 26th 1996 in Belawa, Wajo. She is an only child from the couple Nurdin and Mar'intang. Her educational background, she began her study Elementary school at SDN 278 Belawa and graduated on 2008. At the same year, she continued her study in Junior high school of SMPN 1 Belawa and graduated 2011. She continued her study in Senior high school of MAN Wajo and graduated 2014. She enrolled and accepted studying in English Program of Tarbiyah Department at State Islamic Institute (IAIN) of Parepare on 2014 and finished her study with title of skripsi "Improving Reading Comprehension Of Narrative Text At The Eight Grade Of Smp Muhammadiyah Belawa Through Collaborative Strategic Reading (CSR)".

